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A flexible program initiated at Central Junior High School to deal with the academic and human deterioration of students is described. A comparison of the individual development program students with a matched control group from regular casses revealed that the "controls" did not improve and, in fact, often showed further deterioration; the underachieving program students of high and low ability and of low motivation showed achievement increments, both individually and as a group.

The program was designed with the hope that over a period of time the quality of material presented in the curriculum will produce meaningful results in human development and achievement. Cooperative teaching as an interdisciplinary approach was utilized to give continuity and meaning to the program. Reading was done in areas designed to be of interest to the student and to serve as the basis for meaningful discussions.

Discussion is presented regarding the kinds of intellectual nourishment offered in instructional programs aimed primarily at fact or skill acquisition rather than understanding. Such programs tend to emphasize time-governed content. Questions are raised regarding the total effectiveness of traditional concepts in curriculum and grade organization used as a basis for instruction in elementary and secondary schools.

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INDIVIDUAL DEVELOPMENT PROGRAM

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CENTRAL JUNIOR HIGH SCHOOL
GREENWICH, CONNECTICUT

INDIVIDUAL DEVELOPMENT PROGRAM

A Humanizing Ungraded Program for Alienated Youth

Central Junior High School
Greenwich, Connecticut

July 1964

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Preface

"THERE ARE OBVIOUSLY TWO EDUCATIONS.
ONE SHOULD TEACH US HOW TO MAKE A LIVING,
AND THE OTHER HOW TO LIVE."

James Truslow Adams

"THE FOUNDATION OF EVERY STATE
IS THE EDUCATION OF ITS YOUTH."

Diogenes

"- ALL, BUT ESPECIALLY THESE."

Evans and Lynch

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INTRODUCTION

A pilot project was devised during the summer of 1962 to make special curriculum provisions for a segment of the school population known to become academic and human failures, if not by Grade 6....then in the Junior High School. The overbearing need to consider such a program was evident from the common problems in the histories of school dropouts, the conflicting value systems of academically successful and unsuccessful students, and other symptoms of educational misery showing in school behavior, counseling referrals and names consistently appearing on warning (failure) lists.

These observations were symptoms indicative of basic problems, and were not causal in themselves. The resultant academic and social/personal deterioration of these students engendered loss of self-concept which only accelerated their academic and human demise. The students, less able at first....and later unwilling and disabled in their school assignments, saw no value in school. By their varing facets they have been increasingly publicized nationally as slow-learning, low motivated, alienated and/or culturally disadvantaged children. For them, the curriculum created a No Man's Land in Education.

Past grouping practices had relegated students of lower ability and functioning at less than grade level to "regular classes" along with other students largely at average and somewhat above average levels. Only a few such students were placed in each of the several averages, or grade-level sections in the seventh or eighth grade.

Those students who were unobtrusive could be, however unintentionally, lost in this type of placement. Those who rebelled in their frustration became known as problems, sometimes intractible. A prior attempt at grouping for relatively homogeneous low level ability and below grade level performance was not successful. This was largely due to the fact that no special curriculum provisions had been made for such grouping and functionally retarded performance.

Pupil reporting, by virtue of the procedure followed in the school system, demanded that pupils performing below grade level would receive the grade of "E". This was to represent substandard performance in comparison with grade level (grade-standard) expectations. At the same time these students could also receive an individual standard rating of "1", on a three point scale, if they were judged to be working to their own capacity. However, since letter grades (subject achievement grades) are regarded as "coin of the realm", it was of small consequence to students to see the grade "E 1" in any subject. Moreover, a "1" was not often assigned to these students. Their frustration caused their motivation and achievement to be adjusted accordingly.

It became obvious that a program must be designed to incorporate the best grouping practices, pupil reporting procedures and, most importantly, an adequate curriculum and process of instruction.

FUNDAMENTAL CONCEPTS IN PROGRAM DEVELOPMENT

Learning

A learning situation was defined as one in which a change of behavior has taken place.

Behavioral changes result from successful responses, of a positive and rewarding nature.

To ensure the occurrence of such successful responses and learning, the students' existing repertoire of knowledge must be successfully utilized.

The complexity of elements in the learning situation must be minimized to enhance the chances of such successful utilization.

The quality of materials and the intellectual processes called for in the curriculum should not be sacrificed.

None of the above points were deemed mutually exclusive. In dealing with the instructional process it was decided that, as much as possible, an interdisciplinary approach to subject matter would be most effective and that this could be best attempted by cooperative teaching whenever possible. Despite any disparities in entering levels of achievement, each student should be allowed to progress from current level to whatever next level could be successfully attempted.

Processes of Instruction

The following were accepted as criteria for the development of classroom activities:

That a straight-forward and sterile textbook approach to learning with resultant pure drill, would be diminished to the extreme if not eliminated.

That there would be cooperative efforts by all subject teachers involved to cross subject matter lines within and between classes, and that project carry-over from one class to another should be attempted.

That materials would be drawn from meaningful situations occurring frequently in the students' environment, relating to it, or judiciously introduced into it. For meaning and quality, subject materials could be found in the literature of great writers, chronicles of great events or any materials relating both to school subjects and to the turbulent adolescent period. This time of life, with its unique interests, is a period of learning anew about one's self and the process of assimilation into an adult (new) environment. The adolescent learning now, more than ever, requires an identification or emotional commitment.

That quality of material would not be sacrificed. Rather than using repetitious drill on heavy unabsorbable assignments, very short, but meaty and important offerings would be made. These would not endlessly review past skill area failures, but would require meaningful practice and significant thinking in learning areas. Short attention span of students was to be recognized. Error correction and re-learning were to be required frequently on a student-student and student-teacher basis.

Time was not to be a matter of urgency but would be an adjunct to the learning process. There was no mandate to "cover" a designated amount of material in a given time.

The varying amount of time for individual students would assist in the utilization of quality materials, rather than pointing up quantity, and thus best provide for individual differences in the class as a whole.

That as much as possible, methods of instruction would be developmental and stress learning by discovery. Repetition would not be excluded, but a head-on approach to drill-learning was to be eliminated. Drill, as a primary approach draws no emotional commitment and has no intrinsic motivating power.

Pupil Reporting

In no event was a student to be labeled as an academic or human failure. It was agreed that pupil reporting would be related largely to those requirements for learning placed upon the individual rather than grading that was related to someone else's ability to learn (The average standard performance for a grade). A measurement, whether of human performance or anything else, is directly related to the factor being measured. Therefore, students' grades reflected their own progress for the most part, but did not necessarily reflect the grade level of their achievement, i.e. an ungraded class structure.

SELECTION AND PLACEMENT

Currently used are the previous teachers judgement, SAT scores (2 or more years below grade level) and a decision by Guidance for inclusion. IQ's are not a primary consideration since the main criterion is one of functioning disability.

In an effort to keep class size no greater than 16, a number of eligibles have been excluded. There seem to be enough students in the average (grade level) ability sections that resemble IDP students to justify opening a second IDP class.

Current consensus on the handling of behavior totally disruptive to the group demands that the health of the group be kept intact. In cases where all resources do not ameliorate a continuing disruptive/destructive influence, that student would have to be removed from the group.

It was also a general agreement that there should be a flexibility for transfer to another placement after sufficient growth had occurred in the IDP.

CHARACTERISTICS OF IDP STUDENTS

We are impressed with a number of characteristics showing variously and strongly in these students as follows:

1) Physical Health: students do not have the "normal" physical bearing, carriage, gait, crisp dress, complexion, of students who function fairly well. Some are not well nourished; some are overweight. Some are not observing of prime cleanliness and hygiene. Their eating, sleeping and dietary habits seem lacking in regularity and conformity to reasonable health norms. Some are jerky in movement in gait, reminiscent of elementary school children. Some are shuffling and hunched. A general feeling that they are absent more often than other students needs to be confirmed from the records as well as the implied cause (health).

2) School History: a cursory examination of the cumulative records of these students back to elementary school years reveals a common bond in that:

a) the majority were not transients, but long-time residents of Greenwich

b) a poor start, K - 3, was the rule - reading, lack of confidence, shyness fantasies, immaturity and other adjustment problems were mentioned frequently in the record. In fact, the teacher notes created a diary or school biography of educational and personal misery over the years.

c) the numbers of students included in IDP represented all CJHS feeder schools but to differing extents

3) Functioning Ability: IDP students vary in true potential from a point somewhat above the cutting point for inclusion in an educable class (individual examination I. Q. 75) to above average ability. The mean Otis I.Q. for the group has been near average - but showed so that more students fall below average. All are alike, however, in that they function below grade level; they are all underachievers, and are functionally retarded (retardation not primary, but due to blocs and an accumulative academic deterioration).

4) Higher Order Abilities: Absent or impaired are functions and skills such as attention span, retention, analysis, comparison, synthesis, judgement and decision making, communicating ideas, as well as powers of abstraction, self-direction, perseverance and responsibility.

Specific reading disabilities are seen to exist in the areas of phonics and word attack, general comprehension, speed, retention, memory for detail and aversion.

5) Negative Self Image: self deprecation and to some extent, a similar assessment of others has been noted. The latter was more common to older students in the 2nd year of the program ("8th grade").

6) Values, Attitudes, Success: IDP students are success-starved. Their values and attitudes represent a system of defenses developed to sustain them, and by this time these have become operational for all anxiety-producing situations.

7) Emotional Tone: A number of students are socially immature, some lack behaviorial controls, some are quite withdrawn; hostility/anxiety are roots for often seemingly unrelated observable behavior. Encouragement is helpful. Parental images are seen to relate to their behavior.

8) Cultural Resources: The factor of cultural disadvantagement does not, in a small number of cases, compare with the national usage of the term. Nonetheless, it definitely is a factor. There are at least two ways in which one becomes culturally disadvantaged. One of these occurs in the absence of advantage. Another occurs in the presence of advantage when youth do not and cannot identify with their cultural milieu. They then withdraw and become alienated and disadvantaged, ipso facto. Adequate representation of both the former and latter processes is seen in the IDP students. Disadvantagement is then a relative issue to be considered by many communities.

9) Discipline: IDP students are not as a rule discipline problems (negative disruptive behavior). However, between 10%-25% (in a class of 16-18) can well disturb the group sufficiently to impede individual and group progress.

10) Operational Requirements: These students, because of their other disabilities, require well-structured situations. They operate most effectively when they are certain of their frame of reference, generally and in specific situations. In order not to maintain this crippled state (see 4,pg. 7) freedom to explore and discover must exist within the necessary structure. An alternative, unacceptable to this program, is "telling" the student and demanding meaningless drill for which the student has no emotional identification and commitment.

Included in the operational requirements is the firm need for students to know adult expectations. These should be well-defined, attainable, consistent and repeated for re-enforcement.

THE IDP IDEA

Goals

The purpose of this program is an uncomplicated one. It is essentially to humanize the alienated youth whom it serves. By doing so, it will enfranchise them to their own fulfillment as people.

Of considerably lesser significance is their fulfillment as artisans or other vocational participants in the American scene. Also secondary is skill or subject fact-content. More important is understanding and concept development,the very things in which these students are weakest.

It is our thinking that with the development of ego health and positive self image as well as a certain success in the processes of becoming educated in a regular school, these students will be allowed to rejoin that society from which they have become alienated.

The Plan

Students are received into this program upon their entry into the 7th year ("grade 7") of Central Junior High School. Their experience for the next two years is carefully evaluated. Those who are ready for traditional class approaches are transferred to regular (average) sections of the ability grouped student body in their appropriate grade. This is done during the first half of the school year or at the end of the year.

The program in grade 9 offers sufficient subject variety, both in content and level of difficulty that they should be able to be accommodated. However, since the coming 1964-1965 school year will see the first testing of this procedure, it will need to be evaluated.

A departmentalized subject program is the plan for the IDP student. Those students who function well in a particular subject are scheduled to regular classes for that subject, and to IDP classes for the others. Special subjects (Art, P.E., Music, I.A. and H.E.)are scheduled in with all other regular classes.

Curriculum

The content of the subjects is largely related to traditional content. It is modified not by being watered down but by the presentation of smaller quantities of high level materials and by the activities used. It also varies in the type of materials selected. Of considerable usefulness are recordings of significant events, dramatizations and, in short, quality materials which would be too difficult to assimilate through the straight text approach. Also used are original writings such as the interesting books in our "eighth grade" Social Studies program. A key here is that the materials lend themselves to fractional usage, i.e., that parts of them may be read by the student without the necessity of reading the whole volume. Other materials are taken from larger works and used in part, i.e., quotations and extracts from whole novels. The conventional use of films and other audio visual materials is not abandoned. Programmed materials have also been helpful. However, the latter have not been used constantly but rather inserted into the activities of the classroom from time to time when available and for trial purposes.

We distinguish between syllabus content, syllabus skills and materials (as commonly outlined in educational writings) and the term curriculum which includes the intent and the process of instruction.

The process is one which begins with a topical element using materials of quality and emerges into prepared activity from which the elements of assimilation, practice, correction and review result in the attainment of school skills and information. Activities such as dramatizations, modelmaking, dioramas and displays, spelling bees, oral reports, reading hours (teacher) and other customary approaches are not to be abandoned. The process is one which is highly reminiscent of the elementary school classroom. It has, added to it, the particular elements of emotional relatedness and cultural inoculation.

It is most difficult to adhere to this ideal all of the time, but in directing the school's activities towards this goal, a considerable exposure to this kind of teaching is effected in the course of a year. It also makes possible a much truer individualization of instruction.

Normal problems in staff turnover, not related to IDP, have resulted in the replacement of two of the four teachers who initiated Year I of the program two years ago. Also, four teachers have been added to develop Year II of the program this year. In spite of the difficulty of follow through, program materials as well,as this report, have been written through a Growth and Development program in the Greenwich Schools System.

In Appendix VIII will be found a presentation for a two year program in English and Mathematics, and one year programs in Social Studies and American History. The rationale for these programs, the general content, and at least one complete lesson unit demonstrating the approach in the class has been written by teachers in the program during the current year. An exception is Science, an activity centered program for which lesson units have not been completely written to demonstrate the program.

Pupil Reporting and Records

As indicated earlier, the rationale for grading and report cards is to evaluate students according to their success in assigned materials. In this way it is possible for IDP students to attain as high ratings as any other students in the building. To account for the fact that the amount of material and/or the level of attainments is not always commensurate with a grade standard, the report cards and the permanent school records are marked to indicate that this student is in an IDP program

Parents are informed at the beginning of the school year, as well as students, about the purposes and grading system of this instructional program. The reaction observed to date indicates a general satisfaction with the efforts of the school and the progress of students.

The use of Stanford Achievement Tests, an instrument administered throughout the Greenwich schools up to grade 8, has provided further evaluative information regarding pupil progress. This has been largely of use to the staff in evaluating the program in addition to individual student growth.

Thoughts on improving evaluation and pupil reporting are presented in a subsequent section of the report.

Total School Involvement

Since the inception of this program two years ago, it has been the plan to have the students and the staff benefit from assistance given by guidance counselors, the reading specialist, psychological examiner and the school social worker. There has been limited involvement with these specialists in the case of individual students. Regularly scheduled conferences with the staff have been held to assist them in their work, however. Especially in the case of individual students this assistance has been rather limited and there has been no group guidance work at all in the program.

This area of assistance to individuals and groups has been the subject of planning during evaluative conferences. Certain recommendations and plans have been developed for the coming year. These will be presented in a subsequent section of the report.

OUTCOMES OF THE PROGRAM

Use of Test Information

At the end of the first year of the program an attempt was made to assess the nature and direction of outcomes by use of standardized test scores (Stanford Achievement Tests). This was not a sophisticated treatment of data, and is open to some criticism regarding statistical significance, small sample and the error inherent in percentages. Nonetheless, it affords some interesting survey information.

Grade Equivalent scores for subtests in the SAT battery administered in the spring for grades 5, 6 and 7 were used to compare two groups. Such data was obtained for the IDP students and a group resembling them. The latter was chosen from regular (average ability) group classes in seventh grades; the students were high to low gifted underachievers, individually, but of average ability as a group; and with a history of alienation and academic retardation two or more years below grade average.

Two comparisons were made between the IDP group and the "experimental" group which had been exposed to a standard program in several of the regular class sections. One took improvement for the groups as a whole on a two year longitudinal basis (5-6, 6-7). The other compared progress for individual youngsters between grades 6 and "7" (or grade 6 and Year I of IDP).

The proportion of IDP class scores falling below "norm" became less at the end of "grade 7". The proportion of the control group scores falling one or more years below grade level became markedly greater. In the cases where the proportion of scores falling below norm on a subtest remains relatively constant from one year to the next, this is taken to mean that a year's progress was made but that the level of retardation remained constant.

The largest drop in deterioration for the experimental group was shown in the Reading and Arithmetic Reasoning Scores. There was a considerably lesser percentage of the group below grade level in these areas by the end of "Grade 7". In the control group, by comparison, percentages in these areas better than doubled under exposure to a regular Grade 7 program.

These are two most important subtests when considered from the standpoint of their meaning regarding the enabling skills in learning. Academic power in reading (paragraph) comprehension and reasoning in arithmetic will help promote greater gains in learning and the recouping of past academic losses. The lack of evidence of progress in these and other areas in the control group tends to substantiate the empirical evidence that a number of students of this kind are lost in a regular curriculum. These must be the students in the No Man's Land.

In general, the ungraded class as a group either closed the gap between grade standard and their functionally retarded level of previous years, or at least held the line and showed little or no further academic deterioration in some subtest areas. Notable exceptions to this lie in the Spelling and Study Skill subtest areas. The control group, on the contrary, pursued an accelerated rate of deterioration in all subtest areas except Science.

See Table I, Page 14.

In comparing the progress of individuals in the two groups, it was found that a higher percentage of individuals made more progress, more consistently and to greater levels in the IDP group than in the Control sample.

Table I

PERCENT OF CLASS SAT G.E. SCORES ONE OR MORE YEARS BELOW NORM BY SUBTEST, BY GRADE, FOR IDP CLASS AND CONTROL GROUP

	Experimental Group			Control Group		
	Regular Classes		IDP	Regular Classes		
	Gr. 5	Gr.6	Gr.7	Gr.5	Gr.6	Gr.7
Reading	66	79	53	70	45	92
Vocabulary	66	72	71	40	09	38
Arith. Reason	50	71	53	50	36	92
Arith. Comput.	21	65	71	40	0	77
Spelling	55	53	93	50	18	46
Social Studies	TNA	64	71	TNA	44	100
Science	TNA	50	40	TNA	56	54
Study Skills	TNA	50	75	TNA	44	77

TNA - Test Not Administered

Note

This table takes into account all available scores in a given year for the class as a whole, whether or not each student was available for all subtest administrations each year.

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Arith. Reason	50	71	53	50	36	92
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Spelling	55	53	93	50	18	46
Social Studies	TNA	64	71	TNA	44	100
Science	TNA	50	40	TNA	56	54
Study Skills	TNA	50	75	TNA	44	77

TNA - Test Not Administered

Note

This table takes into account all available scores in a given year for the class as a whole, whether or not each student was available for all subtest administrations each year.

However, it is important to note that in areas of greatest individual improvement, some 41% of the group is NOT accounted for in the experimental group. This means that while some students in the ungraded class made excellent progress as measured by the subtests, others did not. For this reason, one will find what seems an apparent disparity in comparing data for the group and for the individual. The greatest number of IDP students seemingly improved 1-1.9 Grade Equivalent years.

Despite the fact that all students were not able to develope equally from their position of entry into the ungraded program (a not entirely unique occurence re learning rates) a positive outcome for these students is yet seen in the high percentages of individuals who were helped, as compared with the much smaller percentages of control group students who showed meaningful gains on SAT scores.

See Table II, Page 16.

Student and Parent Reaction

While it has not been possible to devote as much guidance time to individual students as is necessary, one area of strong involvement occurred with students when they were recommended for transfer to a grade level class. In such cases (four) students were not eager to make the change. Two of them refused, at the end of the year, to begin a regular class in the fall, saying that, "you learned better here (IDP), and the teachers made it easier to learn...."

Parent comment, while absent. in many of the cases was strong and positive when voiced. Two letters of thanks were forthcoming at the end of the first year of the program.

These signs gave strength to the moral conviction based on staff observations that the program was of some worth.

Students in Year II of the program seemed to develop a motivation to become regular. This occurred in the spring, largely when 8th grade peers were selecting their grade 9 programs. Assurances were needed as well as counseling for some that they (IDP) were able to select courses also from the same curriculum. This area needs to be evaluated when a second IDP group moves to grade 9 next year.

Two students who were to be transferred to conventional grade level classes refused the reassignment, saying that they learned better in the present class (IDP ,end of Year I).

Table II

PERCENTAGE OF STUDENTS, BY YEARS OF PROGRESS IN GRADE EQUIVALENT SCORES AFTER ONE YEAR*

	1.0 to 1.9 yrs.		2.0 to 3.0 yrs.		TOTAL 1 2 & 3 Yrs.	
	Exper. %	Cont. %	Exper. %	Cont. %	Exper** %	Cont** %
Para Read.	38	15	38	8	72	23
Vocabulary	59	8	0	0	59	8
Arith. Reason.	47	30	7	8	54	38
Arith. Comput.	47	0	0	0	47	8
Social Studies	23	20	8	0	31	20
Science	30	30	40	10	70	40
Study Skills	25	9	0	9	25	18

*Note This table accounts for a score only when each student was present for each particular subtest for two consecutive years at 6th & 7th grade test sessions.

** When total percent does not equal 100%, the percentage not accounted for made no valid measurable progress (less than 6 months change in grade Equivalent Score) or showed deterioration (more than a 6 month drop in G.E. score). Most were in the former group.

Teacher Evaluation

Probably one of the most important measurements are the opinions of the staff who have observed the children in the IDP for two years now. These cooperating teachers concurred in the following findings and judgements:

1. These students could grasp and learn material. Instructional points of depth and consequence could be assimilated by them when extended time for exploration, practice, and learning were provided.

2. Application in a variety of meaningful situations relating to a point of instruction constituted review which was quite necessary for retention. Skill-building practice was found necessary too.

3. Considerable growth in self-confidence was noted. This resulted in increased motivation, class participation and power of academic performance.

4. Small group activities in the classroom were found to be beneficial.

5. Simplicity and clarity in the giving of instructions and directions was stressed as important.

6. The students seemed to enjoy their classes, activities and school generally.

7. Motivation for improvement and higher level successes was a general group dynamic.

8. It was important to know when and what to overlook, and when to be assertive.

9. The ability to keep several activities in operation at times was felt to be an important skill, as practiced by elementary school teachers.

10. The need for and the availability for more and different materials was felt to be important in all areas.

11. Longer periods, or some other provision for more time, was felt to be desirable for the benefit of individual attention. Periods were of standard length, as for other classes (50 minutes).

12. Students were generally cooperative, motivated and productive but needed fairly constant individual attention for follow-through and support.

13. The students were aware of their academic weaknesses but were rewarded by their success in class activities.

14. Firmness and a sense of humor were important teaching assets.

15. These students were judged to be like those generally "lost" in regular class placements.

16. It was helpful to become knowledgeable about each student as soon as possible.

17. It was especially necessary to plan the daily programs carefully and work the plan with flexibility.

18. It was necessary to be quick to recognize achievement by some outward sign (i.e. a "commendation card" or other means.)

19. Being aware that they were all finding learning more or less a difficult task, they were tolerant of each others weaknesses; as a whole the group exhibited patience and acceptance of its members.

20. Parents were satisfied to know of the provisions in this program for their children.

PROGRAM DEVELOPMENT

During the past two years the development of the program was cared for as the program grew. Through the coordinating activities of the writer, staff conferences have been held to assess progress, develop instructional approaches and media utilization, as well as to consider individual pupil progress or hold case conferences.

It was possible to extend these activities to a serious developmental effort, beyond voluntary after school and summer meetings, when this project was included in the Growth and Development Program of the Greenwich Schools. During the current school year the staff has been able to do much "pulling together" and create a considerable portion of formal material that is presented herein. In particular is the demonstrative unit development in Appendix VIII (curriculum).

In addition, a number of proposals, practices and recommendations have been developed. Some of these will be put into effect during the coming year (the third year of this program). Others will await feasibility and adoption. These developments to improve the program are described below, with illustrative materials in the various Appendices.

Recommendations

Experience in the program to date has dictated a set of encompassing general recommendations which the Staff has set down. In addition to these, specific recommendations for Town and Building Coordinators have been made for three reasons. One of these is that a commitment to develop and coordinate programs of this type results, most often, in a full-time ongoing activity. Some schools (E. O. Smith, Storrs, Conn. and Stamford H.S., Stamford, Conn.) have assigned at least one full time person to their programs. The second reason is local, in that interest in low-motivated students, underachievers, and alienated students is a topic of interest in the other two Junior High Schools in Greenwich. Finally, this project is envisioned as a growing one which would call for extension of supervisory involvement and planning for the organization of instruction.

The experience of teachers in working with IDP students is set down also. All of these recommendations may be found in detail in Appendix I.

Improving Evaluation

During the past two years evaluation of students, and the program, was carried on through teacher made tests, standardized tests used in the school system, teacher observations and staff conferences.

To improve this area an essential addition to the above was considered:

The method of evaluating students is described elsewhere in the rationale for deriving report card grades. This is essentially a measurement of relative growth. It requires additional statements concerning comparative or normative evaluations and requires methods that diagnose student learning status as well as individual behavior and growth to that commonly expected of the "average" age "grade" peer.

In order to assess the student in the latter way, the following plan areas were thought to need consideration:

A. Achievement Testing - for an outside criterion.
   1. Standard school Achievement Testing Program.
   2. Alternate Other Achievement Testing Instrument (Diagnostic)

B. Individual Psychological Examination-or Paper and Pencil Test Assessment of Ego Health - to assess the process of Humanization.
   1. Self Image.
   2. Indirect assessment of higher order functional capacities.

C. Anecdotal Reporting - to monitor a continuous learning program and report non quantifiable information.
   1. Learning Process.
   2. Personal Growth Process.

Further details of the above plan are as follows:

A. Achievement Testing: Limitations of the standardized achievement testing program as applied to the IDP student should be recognized. The instrument used in the Greenwich Schools is the Stanford Achievement Test Battery. In the cases of students with marked handicaps in reading, at or less than Grade Equivalent 5.5 in the seventh grade or eighth grade, the advanced battery is not administered. Instead the intermediate battery is given. While this technique results in a more valid determination of growth, it is necessary to specify the type of growth that is measured. This is a measurement of relative growth increments, considering the modified curriculum designs in IDP. The latter is not expected to provide equal quantity exposure in comparison with regular curriculum.

Since such measurements are of a "no-less-than" nature, errors and omissions on the test could be caused by either a lack of achievement or a lack of exposure. Because of the limitations of the Stanford Achievement Test scores' validity due to test level and curriculum, this instrument cannot be used for diagnostic purposes. Therefore, another device is indicated.

Considered for use in the IDP is the Iowa Tests of Basic Skills. Because of some analogies in structure between the

Iowa and the latest revision of the SAT, we are planning to explore the adoption of the Iowa in our situation as an alternate achievement test for diagnostic purposes. If adopted, its administration would have to parallel that of the SAT. A crucial stipulation for its use as a diagnostic tool would be item analysis of sub-test responses.

It should be recognized that use of any achievement test for diagnostic purposes has two inherent disadvantages. One is added cost; by far more important is that considerable time must be allotted for such purpose.

B. Psychological Testing: One method by which an outside criterion may be used to indicate the humanizing effects of the program for individual students is to measure positive changes in ego strength and other deficit factors in IDP students. This is best accomplished through individual psychological testing, including the use of projective instruments.

However, unless qualified personnel are available for this addition to regular psychological service such an approach is not possible. It would require not only time consuming initial evaluations in a short space of time at the beginning of the school year, but also a repeat at the end of the year. This plan would measure the effect of the program as an isolateed variable on ego strength.

If this is the intent, this plan might well be desirable once, at the inception of a program. If the intent is to simply measure changes in youngsters, annually, other plans to do so may be more feasible. Predicated upon adequate special services assigned to such a program, however, the use of individual psychometric measurement is more informative and accurate.

As an alternative to the latter, paper and pencil tests of ego strength change may seem desirable. A thorough search of standard references, however, reveals these to be inadequate. Except for complex instruments of this type, most of these devices are recommended only for experimental use. These are not deemed appropriate for student or program evaluation.

Special testing, therefore, has its own assets and liabilities in IDP as a generalized procedure, but it is desirable.

C. Anecdotal Reporting: The cumulative records of all students, including those in the IDP, reveal numerous important and highly informative, insightful notes by teachers in prior years. Therefore, an earlier suggestion by the staff to record anecdotal information was considered further.

Although time is required to record anecdotal information, a deficit factor in previously mentioned measurement reviews, no great extra amount of time is required to isolate and identify anecdotal information. Many teachers are constantly aware of this information and deal with it in their teaching. In a program such as IDP, with emphasis on continued learning, it has been a technique particularly called for. It is an almost unconscious process.

It was considered that anecdotal reporting is probably as meaningful a device for depth reports on pupil progress, in the minutiae of academic and personal growth, as any paper and pencil ancillary test program of achievement and personality.

Therefore a system of anecdotal reporting will be implemented in the coming year to augment regular pupil reporting practices (report card). Two general areas will be included, although it is conceivable that these may not be distinguishable in the running notes of the reports. These areas will be aspects of and increments in personal growth as well as remarks on the nature and extent of skill acquisition in the learning process.

A guide for analysts of student progress has been developed as well as as an anecdotal report form. These will be required at four evenly spaced intervals during the year and will add to the basis for report-conferences with parents. These materials may be seen in Appendix II.

Improving Communications

In order to increase meaningful information it was decided that less reliance would be placed on attempts to use objective methods with information not lending itself to this procedure. Instead, increased effort would be made to use a a conference technique to relate qualitative information,

In such conferences one would still deal with standardized test data and other commonly used school information. Added, however, would be information in the anecdotal records and records of contract progress (reported subsequently).

In greatest need of improvement was the first orientation of parents to the program. It was decided that this should be initiated by the school rather than rely on our traditional open house in the Fall. Also, that evaluative information be shared directly during the year on a school-initiated basis as well.

Furthermore, some method of frequent parent contact with daily school progress was considered desirable. This was seen to compliment the idea of contract-teaching, below. In order to provide for such increased communications, an initial letter to parents was designed. It describes the basic thought of the IDP and Contracts, as well as setting an initial interview appointment. This form will be used in the coming year and may be seen in Appendix III.

A plan to continue with parent conferences in December and May, as well as September, will also be tried in 1964-1965.

Contracts and Individualized Instruction

Reports in the literature and correspondence with Meadowbrook Junior High School, Newton, Massachussetts provided an impetus for the development of an IDP contract approach to continuous learning as a help in individualizing instruction. A difference in the IDP form and other contracts known to us is that the former contracts between the student and another person, his teacher. Other contracts seem to require a one-sided pledge from the student to his work. Our hope is that adherence to traditional contractual procedure will enhance student commitment.

The best plans for slow and alienated learners are not made for the student but with him. The student must be included in the planning. This is particularly important when students are apathetic, fearful or hostile toward learning and teachers.

Contractual arrangements are seen to be, quite often, a particular help in developing an internal motivation in the student (rather than an external, or imposed motivation). This approach may help the youngster understand that changes can be made and that he can help make them.

In the contract approach, one of the identifying characteristics of the slow and alienated learner, his inability to understand and follow through with directions, is rather well met. One must be conscious of this deficiency and careful at all times that the yonngster understands all of the directions. It is too easy for an adult to assume as obvious antecedant requirements and intermediate steps in directions. Starting an assignment with assurance that will not be shaken by the unexpected helps in successful completion of the work.

The assignment, moreover, must offer the student an opportunity to achieve success; not for a grade, but for completion of the contract on or before the stated time...and in such a condition that is acceptable to both student and teacher.

Teachers using the contract method should spend the first week of the year in orienting students to classroom environment and requirements. At the end of the orientation, however, discussion of individualized contract procedures should be initiated. At this time it is made clear that definite work areas will need to be completed by students. Furthermore, a student will be free to work in those areas in which he is particularly interested, within limits as may need to be worked out between student and teacher; that he will sign a contract to complete the work by a definite time. Follow-up conferences will of course be necessary to assess difficulties and any differences between work planned and accomplished. Keeping the log and an anecdotal record of this progress is very important.

While it is necessary and vital to have close teacher supervision, it would seem possible to accomplish this by a number of moderately short conferences in the class...once the majority of students had made an initial start on their work. In addition to insuring first success and fulfillment of self-obligation, this method has prospects for making of the teacher a semi-silent partner in the educative process whose role as a skilled broker of educational materials is emphasized. This would tend to enhance learning by discovery.

Finally, by this procedure parents can be kept aware of their childrens short term progress and the kind of work they are producing. Arrangements can be made to keep contracts and work materials in booklets which may go home at stipulated intervals. At such times parents would become informed, sign contracts to indicate acknowledgement and return materials to school via the student. The latter might become a problem area about which we will have more knowledge as this idea is put into practice during the coming year. (See Appendix IV for Contract materials developed for IDP).

Semi Programmed Materials

An effort has been made by the writer to provide some semi-programmed materials which may be useful in key classroom activity areas. They may stir the imagination of the reader to see possibilities for other, new semi-programs, new applications or improvements on the materials presented herein.

One of the advantages of programmed materials is planned anticipation of antecedant skills and intermediate steps that are involved in school tasks. This advantage permits working from desired behavioral outcomes back through rather minute performance stages to the inception of the learning task.

Such materials, in substance, answer three questions. These are:

> Just exactly what is it that is to be learned?
>
> Just exactly what does the student have to do (what processes, operations) to attain the desired learning?
>
> Just exactly what pre-existing skills or knowledge is the learner expected to possess before starting the task?

The exactitude of the statements given in answer to these questions will relate to the adequacy of the program and learning success.

Not answered, of course, is the question of whether the student can apply what he already knows to the task, or whether he sees any reason to do so and make effort to reach the goal; or whether he understands even the directions necessary to execute the small step breakdown of the task.

The importance of these questions emphasizes the crucial interrogative and guidance role of the supervisor of learning, the teacher. It is at least for this reason that the materials are called semi-programmed. In addition, every variable, or factor, in learning may not have been anticipated or can not be programmed.

The purpose of the particular materials or exhibit here is to deal with skill acquisition in reading, comprehension, phonics, word analysis, spelling, vocabulary, thinking and writing (to include grammar, syntax, etc.) While designed for use with literary passages or short quotations, it would seem equally practicable for use in any subject content (i.e. science, history, mathematics, etc.) where important readings, vocabulary, etc. are part of the learning experience.

The plan of the semi-program is as follows:

It requires the student to start with a first reading, worksheet I. From this it is expected he will get a vague idea of the "parts" in the reading. Secondly, it requires identification of unknown elements, which at this point, would be new, unfamiliar or unreadable words. This identification is assumed to utilize a natural reaction.

At this point the student is directed to say the word (phonics) and then spell it, using appropriate materials in the set. He is then asked to follow spelling directions designed to ensure maximum initial learning in a minimum number of correct trials or "practices". (Spelling sheet.) Word comprehension, usage and reinforcement are next on the spelling sheet. Help from the teacher will be needed for follow-up at least.

The student now goes to the reading worksheet II. He goes through a second reading where he should be able to see the parts and begin on comprehension. We have followed Adlers rules in How to Read, except that a pre-beginning stage on word identification, meaning and usage was added to account for skill levels of our readers.

Following the extension of activities on Part II, the student proceeds to deal with important words, ideas, and then react to these . . . including doing so in terms of his own experience.

A writing sample activity follows. This becomes the basis for instruction in composition, grammar, etc.

Use of a spelling summary sheet (blue) reinforces learning on the "new" words. These become the basis for a personalized spelling list each week.

Naturally, the teacher is much involved with the student. However, it is anticipated that after an initial start on how to use the materials, one stage at a time, varying speed of learning will bring only a few students to the teacher each period.

Using these materials should also lend themselves to contract-teaching, especially in the latter stages (writing). In addition, an entirely open-ended situation exists insofar as extension of the initial activity may take the student to other materials and activities (charts, drawings, experiments, other readings.)

A final comment on the semi-program is that it is designed to break up student activity. Great and tiring lengths of time need not be spent on any one of the reading, phonics, spelling or thinking and writing areas.

These materials may be seen in Appendix V.

Experimental English Activity Units

It is the belief and out of experience, that all students can and should deal with learning of consequence, especially these, that sample literature units have been prepared for use with alienated, slow or reluctant learners.

Some precedent for this thinking may be recognized in the portion of the preface from Cyr's Fifth Reader, presented below.

> The importance of learning to love what is best to read is hardly second to the art of reading. During childhood the imagination is most active, and this is the period when the mind should become familiar with the choicest gems of thought and expression.
>
> The seeds sown early in life must bear fruit in later years. Long before the child can define an author's meaning the spirit of the thought has reached his heart.
>
> It is with firm conviction, based upon schoolroom experience that the author of this series has gradually led her readers up the steps of literature.
>
> We have now reached the lofty heights and must search among the grand peaks and crags of the works

> of the world's greatest writers for what will appeal to children and lead them to love the grandeur which they cannot yet fully comprehend.
>
> It has been the author's aim to collect the best material from the best authors. There are certain selections which can never grow old, and a reading book of this grade would be incomplete without them.

An approach, originally developed by Walter S. Hallenborg in his Twenty Significant Ideas workbooks, was used and expanded for the development of these sample materials.

The significant ideas in the workbooks were short quotations taken from famous literature and dealt with a number of universal undying topics. However, to assign such to the alienated learner assumes an initial identification with the materials and a later identification with and commitment to the significant ideas, once understood.

An intermediate step seemed indicated, in this writer's opinion, which placed significant ideas in a context of reality. To answer this need, several selections were abstracted from works of Twain, Tarkington, etc. which would relate, with quality, events understandable to the student, events and people to which and with whom he could project and identify . . . in short, become emotionally involved.

Important events and elements in these literary abstracts deal with love, hate, fear, guilt, death, procrastination, self-deceit, punishment, remorse, and other important or emotionally loaded topics. The people, although often removed chronologically from today's setting, are seemingly real people. The things happening to them are likely to be a real or vicarious part of the students' experience.

No contrived high interest, low vocabulary materials, these . . . to gull the student into a success-made-easy task, but one which does little else to advance him from his status quo in vocabulary and conceptual powers. To be sure, these excerpts will cause the student to struggle. However, it will not be too lengthy nor will it be certain to result in frustration.

With suitable teacher assistance and class discussion, English students in IDP have already dealt successfully this year with a portion of Tom Sawyer (see Appendix VIII, English Program, Unit V; especially note p. 95.) Use of the previously mentioned semi-programmed worksheets will hopefully augment the success of students in the literary selections.

To be useful as mediating materials between the student's milieu and significant ideas, passages or lines in the literary excerpts were marked with asterisks wherever some human event or emotion of consequence was treated.

These are to be related to the significant ideas in the quotations which were selected to amplify the meaning of the passage in the story excerpt, or occasionally be antithetical to it (or both).

The quotations coming after the story, can constitute, as the story itself, a separate assignment. After preliminary work with story and quotations, the student enters the major stage of his work by matching, and interpreting passages and quotations and writing about his reactions. This is culminated by verbal communication to the class of his activities, findings, reactions, criticism. All the practices for good public speaking, dramatizations and other communication building activities should be exploited by the teacher at this point.

Interspersed in these lesson activities, of course, are still the language skill building activities, whether semi-programmed or not. Use of tape recorders, bulletin board projects, and other activities should not be abandoned.

It is estimated that for such complete treatment of an experimental unit, a period of about two weeks would be a necessary time allotment for the IDP student.

Naturally, students will not all need to, or presumably care to, choose the same excerpt. Some probably will, especially when there are few (as in this presentation) to choose from. In such cases, the possibility of small group work may be feasible. Appropriate group work, discussion and reports on different stories of analogous or opposing content might also serve to improve speaking and the communication of ideas.

These materials are not offered as, nor can they be, a panacea. Hopefully, they will be tried, criticized and improved. Perhaps they will stimulate a transfer of this approach to the treatment of great moments in Science or other "discrete" content areas.

See Appendix VI for directions to the English activity plan and the sample units.

Cultural Enrichment

The Staff, during two years of effort directed at primary classroom and program needs, has felt that more attention was needed to broaden co-curricular activities. Taking impetus from the positive results of a few trips made, and the idea of Higher Horizons, it was decided to enlarge the scope of this activity and also to develop a field trip resource handbook.

The field trip is an instructional medium that possesses potentialities for enriching and extending the educational experiences of pupils. A field trip offers opportunities for pupils directly to observe or experience that which they visit. It offers an excellent link connecting the school with the segments of the community that is unreachable to alienated students. It helps a school staff to relate the theory of the classroom to the practice of life itself. It also provides a real means to introduce life into the classroom. In our experience, field trips have helped our students feel that they are like other young people. This has helped to build a positive self-image and to develop better behavioral patterns. In learning experiences, it is important that activities which occur vicariously in the classroom find fruition in the real and actual. Pupils are able to discover what something means by responding actively to it. Field trips should have a relationship with the instructional activities of the classroom, provide for meaningful activity and promote a need to communicate.

Planning the field trip should be a cooperative activity involving teachers, pupils, and (if possible) parents. Field trips can be a timely part of the curriculum and should be planned in advance. Judgements are best based on personal experiences of classroom teachers with pupils they have taught and are teaching. Planning a field trip can be as much of an educational process as is the trip itself.

Staff members should be encouraged to use field trips as one of the media of educational practice in their school. Each year, when the annual school budget is prepared, financial aspects of field trips should be considered as they are projected by individual classroom teachers. See Appendix VII for a guide to field trips and a compilation of resource information. This may serve as an example to other school districts not in this area.

Scheduling for an Individual Development Program

Increased individual assistance and more profitable use of study periods is strongly indicated for future IDP development. At least one study period a week per student can be utilized for guidance, individual reading and/or tutorial assistance.

A suggested procedure is to work with small groups of 4-5 students. Guidance and reading personnel would plan to split periods with students and make this a regular part of their schedules. Equally possible is the use of whole periods by each resource person, although it would take more weeks until an entire group were "seen". In next year's schedule, three study periods per week per student are available for either of the above plans.

Of different, but singular importance, is the total IDP schedule, including position of academic subjects in the day. There is evidence that all academic subjects should occur in the morning when students are intellectually fresh.

The participating staff have indicated a strong need for scheduling that facilitates large group-small group instruction, field trips, a breakdown in subject-"grade-level" barriers, topic extension and cooperative teaching.

The proposed model schedule below which would meet these needs is, unfortunately, not always attainable in light of total school scheduling demands.

Periods

	1	2	3	4	5 6 7
Year I	7 English	7 Soc.St.	7 Science	7 Math	Lunch, Special Subjects & Activities
Year II	8 English	8 Soc.St.	8 Science	8 Math	

If the above schedule were based on thirty minute modules, a half period study would be desirable between period 3 and 4.

The schedule at Central Junior High School for 1964-1965 is the best one yet attainable. It meets a number, if not all of the desired elements.

Periods

	1	2	3	4	5	6	7
"7"	English	Soc.St.	Study + Specials	Study Lunch	Science	Math.	Study Specials
"8"	Study Specials	Soc.St.	Science	St. Eng	Lch Eng	Math	Specials Study

SUMMARY

1. A flexible program has been initiated at Central Junior High School to deal with academic and human deterioration of students residing in a day to day No Man's Land in education.

2. Underachieving students of high and low ability and of low motivation have shown achievement increments, both individually and as a group, that indicate effectiveness of the Individual Development Program.

3. Students of the same general characteristics (as the IDP students) who were selected from regular classes do not prosper and, in fact, often show increased deterioration.

4. Educational media and the activities for their use will continue to be an important matter. A good deal will depend on the resourcefulness of the cooperating teachers.

5. Quality material presented in the curriculum in small amounts over an extended period of time will produce meaningful results in human development and achievement.

6. Cooperative teaching and an interdisciplinary approach, while difficult to maintain in the daily flow of a departmentalized school without special scheduling, are methods of worth in improving instruction.

7. In addition to ability, achievement and motivation, TIME is the fourth dimension in ability grouping which implements the learning process.
8. Implications are drawn regarding the kind of intellectual nourishment in instructional programs when they are aimed primarily at fact or skill acquisition rather than understanding...and are time governed regarding content.
9. Certain questions may be raised regarding the total effectiveness of traditional concepts in curriculum and grade organization, as a basis for instruction in elementary and secondary schools.
10. Humanizing experiences have a positive influence on self-concept and, consequently, on motivation and achievement.

DIRECTIONS FOR IDP

1. Continued development of curriculum and improvement of instruction should be pursued. This task is never really completed.
2. Contract instruction and other plans developed in 1963 and 1964 should be implemented during 1964-1965.
3. Allocation for certain minimum funds is strongly recommended by the staff to permit execution of program elements: Field trips and enrichment are estimated to require $600.00; a like sum is requested for special books, supplies, programmed materials, sample materials and postage.
4. The exploration of availability of research grants for this project is recommended.
5. Provision should be made for staff evaluation of IDP at the end of this first three year cycle when students from IDP complete grade 9 next year.
6. In-service training is seen as a necessary and desirable assistance by the participating staff. Resource personnel from nearby institutions and universities should be of help to our effort. Special lectures and workshops are advised.

7. Increased time for, and availability of personnel is seen as a prime need if adequate provisions are to be made for necessary planning conferences, cooperative teaching, interdepartmental planning in the special subjects (art,I.A.) and increased guidance services.

8. Expand the program to take advantage of desirable features employed successfully in other programs. To this end our community resources should be investigated.

9. The development of a longitudinal ungraded continuous learning program is recommended, at least as a pilot project, for Central Junior High School and an elementary school.

THE NATIONAL PROBLEM

Our concern for alienated students is mirrored nationally. Mention is found in the literature of slow, reluctant, underachieving learners or the disadvantaged, the alienated, the drop-out. More than one designation often applies.

An apparently overlapping nomenclature differentiates between a change in ability to function (or lack of development thereof) and conditions or acts which cause or result in functional impairments. Unless we need to become too concerned with labels, suffice it to say that a state of unsuccessfulness in high and low gifted youth exists; toward this problem efforts are directed.

A caution should be noted here: Many slow learners are taken for persons of low potential. Their impaired or poorly developed ability to function academically cause them to behave as if low gifted. This distinction cannot be made in reading many school program reports. One wonders how often it is made in the school situation.

Numbers

Considering outcome rather than cause, Havighurst states that between 15% -40% of the nations youth are failing to move satisfactorily to adulthood: are becoming alienated. The figures vary according to conditions and communities. Hoyt, and a report on drop-outs in Stamford Schools, indicate from 18%-20% of the students entering high school never finish.

The numbers of students in the categories counted lend support to one another. A very sizeable portion of the nation's youth are apparently beginning to demonstrate the old Roman admonition that the younger generation is going to the dogs.

The Subjects

Youth that have sparked the volume of activity, thinking and writing in the last three to five years are all alike in one respect. They are unable to be contained in or to prosper in regular classes or conventional programs. As the teaching staffs and educational institutions became aware of the need, they instituted special programs, tried special helps and techniques and reported the results of their experiences.

In these reports students are described and are very often classified as slow, or slow learners. It seems obvious, however, from many of the reports that this is but a facet of the students' problems; for some it is an indication of dulled higher potential, and for others it may be a truer indication of natural potential. In all cases alienation seems to be an over-riding process. (See Everitt, et al; also Dunn, Ostrach, Watson,)

The Approach

A large number of creditable researchers, teachers, institutions and agencies have made responsible efforts to deal with the problems of youth. Their reports seem to focus on two large aspects. One of these concerns the problems presented to society at large, and specifically to industry and business; an economic problem. The other is concerned with the problems of the school and the development of programs and techniques to provide the best school program: often the best is seen as practical.

The first position is well summarized by the report of the President's Committee on Youth Employment. Their findings, that 5.2 million youth with never finish high school and 2.3 million will never finish grade school, prompted the following proposals in part:

Create employer programs for minor youth
Create State Youth Commissions
Down grade job entry requiremants to provide job entry training
Increased Federal Programs

Growth of Apprenticeship Programs
Rules consideration by labor unions
Post high school experience in education
Broad Curriculum (note: this usually means practical)
Remedial teaching
Improved guidance
Improved teaching methods
Part-time work programs; work experience courses
for youth under 16 years of age.

Programs in New York City, Stamford, Connecticut, other larger urban centers and the Work-Study programs reported by Burchill as well as individual school effort reports all relate to a number of the points in the Commission's report.

The second position- how schools are handling difficult teaching situations- is concerned very often with special courses for slow learning students, using easy reading matter and remedial reading instruction; group guidance, counseling, a variety of work-study approaches and some attempts at individualized instruction, improvement of self-image or the development of special academic curriculum material and processes.

Both positions are directing efforts at immediate problems with immediate solutions. Successes are being reported. While these are important steps, the palliative rather than preventive nature of these efforts cannot be overlooked. Of the latter variety are pre-primary programs, especially those involving parents. Also, those that make provisions for a continuous learning or ungraded experience in the primary and intermediate school years.

An illustration of the latter approach is seen in a report by Morse, who describes an ungraded school plan for Appleton, Wisconsin. A Continuous Progress Plan exists in grades 1 through 6; the school keeps track of student progress in identified skills in the curriculum. Another example of such monitoring is seen in the Personalized Curriculum Plan of the Junior High School Rehabilitation Program in Flint, Michigan.

Those programs which make some attempt at some humanizing experiences and upgrading of self-perception do so most often through related activities and not primarily in the subject content classes. This is accomplished through pre-vocational/vocational goal orientation and experience, work-study, and intensive guidance service.

In Connecticut, Silverstone reports on Project Reach in the Bridgeport Schools to exemplify, in part, aspects of the above approach. The students involved in the program he terms victims of "social astigmatism". Another program at the E.O. Smith High School, Storrs utilizes an outside part-time work experience mainly to provide healthful adult-adolescent relationships; this is ususally a model parent substitute image for the student. The Stamford pilot guidance program for terminal students, designed to prevent drop-outs, concentrates on vocational guidance and remediation, also; in addition it incorporates a part-time work experience for frank vocational purposes. In this way it differs from the E.O. Smith project.

An elemantary school program in the West Hartford, Conn. schools is the Freedom to Learn plan. These students, again unable to be purposefully contained in regular classes, are given concentrated guidance and psychological services as well as highly individualized instruction. One of the main purposes is to return students to regular classes, as in IDP.

In San Angelo, Texas a three rail program is reported to give an academic education to all. Academic, however, is not defined. Also, students at the lower level cannot earn the higher grades which we refer to as the coin of the realm. The junior high school project in the Flint, Michigan Mott Foundation Program reports afternoon and "after-school" schooling which is designed to develop positive self-image and to return students to regular classes as soon as possible. No specific understanding is given regarding subject content in the special program classes, except that it is individualized and remedial.

In none of the reports, save one mentioned below, is a specific reference given to an approach through the actual academic content itself. Here, the term academic refers not to content area but content quality.

Kelly reports on a high school Great Books program which was highly successful due to the stimulating nature of the content. Such studies, he relates, may sometimes be questioned as too difficult. The reader of the report infers that the class was at least somewhat above average and certainly not impaired in functioning power. Only one report indicates that quality content can be used for "slow-learners", for whom quality is also sometimes questioned as too difficult.

This report is made from the Rutherford (New, Jersey) Junior High School (see Everitt). Although curriculum outlines in the subject areas show considerable emphasis on direct instruction for immediate needs, the Social Studies curriculum for grade 8 is that one example of quality content which, through media and processes of instruction, seems aimed at humanization through course content itself. From this curriculum outline we quote below:

> ...we must use multiple approaches that the Constitution may become an interesting, living document to these students.
>
> The history of our country lies between the lines of the Constitution. Through short stories, short compositions, biographic sketches, discussion of famous quotations, short skits and drawings, the slow-learners can relive the years that brought about the writing of their Constitution.
>
> The use of films, slides, records and literature adds much meaning to the study and understanding of our great document.

Meaningful understanding, arrived at by a relived experience with great events, through exposure to (short) selections of quality materials and activities is the key. The content here is not watered down. It commands its own respect and taps the adolescent capacity, found in slow-learners too, for responding to an emotionally stimulating situation. It answers the sometimes rhetorical question that asks "How can you expect them to learn such material?" It is not direct instruction but provides for inquiry and discovery. It is an example of the instructional process to which IDP is directed, and it draws students back from the path of alienation.

IDP in Comparison

The Individual Development Program compares in intent with other reported programs designed to help students that are unsuccessful in life and in school. The kinds of students it deals with in many ways resemble those in other reports; an exception exists in the fact that high gifted children can be and are included in the program.

The IDP selection procedure which focuses on achievement is consistent with Pippert's recommendations, as they are applicable. The use of achievement test data, compared with information regarding potential, is indicated as a desirable criterion in classifying underachievers. As indicated earlier, it is not always clear in other project reports what kind of sample is selected. In the IDP, gross retardation and alienation are the primary selecting criteria.

Although not much information is present regarding pupil reporting and grades, two opposing points of view are present. One states that it is not realistic for students to get better grades than their achievement in real life would earn them. The other states that grades are given according to students' abilities in assigned tasks. In the latter instance, reports by Tutton and Lammers indicate that their schools are giving a chance for success, but are labeling the work, not the student. This practice is sometimes used in coninuous learning programs as well as in graded classes.

The heavy orientation toward work-study, vocational and pre-vocational training that is reported in other programs is absent in IDP. While we see some good benefit in use of such applications, we feel that these are more important as immediate stop-gap measures, when constituting a main program emphasis. As secondary enhancements to our main focus, however, they would be useful enhancements. We will next try the usefulness of an excellent preparation by Corbett, a semi-programmed, information giving-discovery job-kit. Most sections are applicable to 9th grade level; some are not so applicable but could be easily re-written. Also deemed useful is a Job Descriptions booklet on entry jobs prepared by the Management Council of southwestern Connecticut. This would become a basis for student activity to learn about and compile additional references.

Group guidance, counseling, reading, psychological and other special services are reported as much heavier than in the IDP. An increase in IDP service is needed. A small effort was made in this direction but came nowhere close to some reports of the assignment of one person to about twenty students.

Simil arities between IDP and other programs also exist in the effort to return students to regular classes. The plan to impliment contract teaching and anecdotal reporting next year will compare with some continuing education or ungraded programs. Not all of these are devoted to the "slow-learner", however.

Implimentation of the cultural enrichment-field trip program will compare IDP favorably with some aspects of programs that bring the school into a living, often unaccessible part of the social world.

The probably unique difference betweem IDP and other programs known to us is the emphasis IDP places on the use of quality material and inquiry-discovery in short, varied, multiple-sense approches. This use is not yet 100% , and continuing efforts must be made to avoid the natural magnetism of conventional text and test approaches. While the humanizing aim of such teaching is not dissonant with some programs moving in this direction, the means for the end apparently is.

Finally, IDP is placed in the smaller category of efforts occuring at the Junior High School Level. Apparently there is a considerably larger effort at the High School level. The ungraded school approach, often adopted as a preventive measure for students' ills, is seen mostly in the primary grades, and less often in the intermediate years. There are some reports of activities in ungraded instruction in the New and Experimental Programs booklet by the Connecticut State Department of Education and the Conn. Education Association.

VOICES IN QUESTION

The problems facing youth today and those concerned with their welfare, responsibilities and development are grave problems. We are in question re the general absence of efforts to up-grade the intellectual aspects in the education of these students, i.e. giving them a liberal or basic education. Trump states, in part:

> "...basic content for all persons and depth content for persons with the ability and interests that go beyond basic provisions.
>
> Required basic education should cover all subject areas - the humanities, social studies, languages, mathematics, science, fine arts, and practical arts.

There was no presentation in the following text of the Guide to Better Schools which specifically showed a program designed for alienated, slow-learning or other youth in the

No Man's Land in education. We are not clear as to the meaning of "basic". There seem to be varying definitions.

Riendeau, in considering the drop-out problem, asks whether education is really geared to the demands of rapidly changing society. His answer lies in the direct approach of vocational-educational guidance and work experience. Is there perhaps an antecedent question? Why is it good to assume that education should be geared to societal (industrial) needs?

Polos asks about textbooks, "What's Wrong with Them?" He sees these as more of a hindrance than help in learning and places responsibility in the hands of educators as well as publishers. Ostrach questions the mediocre content of materials in English classes for high school students who are "average". He terms the class bias of English teachers "an open sore in American education" and scorns their efforts at values indoctrination with these materials for students who do not "belong" to the value system of the teacher.

Coleman comments astutely on the values of adolescent society, their negative force in squelching scholastic achievers, and the process by which negative self-image forms its own sub-culture.

Radner questions the possible depersonalization and dehumanization in the teaching of English. He comments upon a loss of values; the role of English in developing a sense of selfhood and moral values through writing, creativity and identification with sensitive literature. He indicates the formation of subject matter alliances across boundary lines and extension to related disciplines.

Dunn, in an excellent review, questions the sense of public schools assuming that people have strong convictions about values. The assumption is that schooling gets its whole importance from values of its supporters. However, if people are apathetic about values, schooling becomes ineffective.

Evans and Lynch with strong and cogent questions place a charge at the doors of education to fulfill a responsibility to society and to students by humanizing them. For all, but especially these who ostensibly cannot and therefore most need it, they recommend exposure to the great ideas in great literature. The questions lead to the conclusion that a way must be found. The "way" is not as clearly defined as the question. However, the argument and the questions are too serious to be dismissed. We can find the way.

Adler reinforces the reasoning and demand for a liberal education for all our youth, the least as well as the most gifted.

A re-examination of what should constitute verbal learning from Kindergarten through college is the basis for an excellent and illuminating presentation in the Harvard Educational Review.

Certainly our societal problems are deep ones. These, perforce, reflect themselves in education. No one solution will be found. We can agree with Schreiber who does not see work-study as the sole answer to the alienating and alienated behavior of drop-outs and delinquents; work is corrective, not preventive.

A number of fruitful efforts have been attempted in schools. Combinations of these will provide the answer to our pressing problems. We only wish to emphasise these directions which humanize and increase intellectual powers, no matter the potential as it appears in so-called rational man. About this we must be practical.

A FINAL STATEMENT

There are apparently two persuasions in education. One asks that we teach to weakness. Because of this there are real and justifiable demands for the inclusion of hope: the student should be able to succeed. Because of the weakness in identifying with certain kinds of materials, we provide materials with which the student can identify. And in so doing we change the materials, the experiences, the quality. We perform administrative manipulations to help us, but even these do little more than lessen the averaging effect of instruction. We are weak in the administration of learning, but strong in the execution of teaching.

The other persuasion asks us to teach to understanding. It requires the use of facts, but these are secondary to the process of learning. The sheer weight of numbers and our patently unsuccessful efforts force us to admit that this approach is theoretically sound but difficult; or that it sounds like a good theory but is impractical. The choice probably depends on one's outlook on things.

We can raise further questions, ones concerning equal opportunity for education vs equal education. In our answers we must be scrupulous concerning our real and avawed dedication to enable each individual to reach maximum fulfillment. We may need to ask ourselves to what extent mass education is destroying its own purpose.

Perhaps a clearer understanding of the term "practical" would be of assistance. We must then ask 'practical for whom and for what purpose'?. To probe further we must remember the historical foundations of American education as these emerged from the European continent and were greatly influenced by the great minds of the early statesmen of our country. Somewhat diverging viewpoints existed which in retrospect give a clearer dimension to the term "practical".

The question has always been one of general education vs vocational training or education in practical arts. We have tried to amalgamate any direct clear-cut dichotomy by creating a so-called comprehensive high school. In practice this nomenclature is rather anemic.

Although we have passed through an agrarian and industrial economy and are now full into an atomic/electronic economy, we face the same problem. Albeit for different reasons, we are still trying to give the least as well as the most gifted the kind of liberal education that in the past was given only to a few. This is not a too far distant past. It was only sixty-five years ago that Cyr saw the need to provide humanizing great literature, that those who were unable to go on to high school would have the ability to continue their learnings in life.

To be practical about it all, one certainly can not deny the efficacy of vocational or any specialized training. This contributes to the animal pleasures of life through rewards based upon contributions to the economy. In reconciling a practical solution to an equal opportunity for education against equal education we may be trapped into a forced choice that leans more one way than the other.

Vocationalism at the expense of a liberal education is one exteme; efforts to promote an unattainable education for the development of human resources is another. Such drastic states are seldom harmonious in nature.

What we are doing to students of average ability and below, to students who cannot keep up in the race for success,and in "quality teaching" - often an obstacle to the slower learner ....is to ensure what will never be:

For by restrictive definitions of quality education and the term academic, and by teaching to weakness (meeting immediate instead of real needs), we have suddenly changed the meaning of school itself. It is not the same school to the alienated student in a practical program as it is for those who have found the way of success to adulthood.

It does not seem speculative to predict that the symptoms of human dissatisfaction and resultant dissatisfaction with society will, by all practical approaches alone, be passed on ultimately to business and industry. Stop-gap measures, while necessary, are not sufficient.

Indeed, evidence now exists that feelings of a lack of self-worth and self-fulfillment (job satisfaction) are on-going mechanisms in adult workers in industry. It has been found by Professor Argyris of Yale University in his research in industrial management that the apparent health of outwardly sound companies is riddled with problems due to such factors. The shape in which these problems appear is one that stifles human creativity, responsibility, inventiveness and ingenuity, and-in short- all of the kinds of attributes to which a system of free enterprize pays homage. The most frightening aspect of the problem is that people have learned how to adjust to conditions which demean their humanity....and are in conflict with the recognized values of society.

Watson, in NoRoom at the Bottom, Automation and the Reluctant Learner, has presented a definitive work that treats succinctly and effectively with key areas of the problem as it relates to education: these are the conflicts between value systems, motivation, self-image, the cumulative nature of school failure, and the value to instruction of information feed-back and inquiry-discovery. His estimate of the effectiveness of mass programs in coping with negative self-image will be discouraging to those in favor of such approaches.

In the end, however, our own decision concerning an education for "Being" and and an education for "Doing" will have some certain bearing on ameliorating or adding to the problems of today's youth.

No one plan for the organization of instruction will solve the problem, for a deeper consideration is the cultural milieu that seems to have produced the non-receptive student ...and his subculture.... more increasingly in the last three decades. Nevertheless, education must bear the responsibility for its own contribution to the alienation of such people from an interest in their own human development.

We believe that a beginning in this direction is to recognize that setting limited goals and maintaining quality education, as we define it, are not mutually exclusive acts. (See Lindquist, pp 22,23.) Breaking the lock-step of education and giving consideration to the media and processes utilized in learning are other requisites. Whether we can attain our own goal adequately will be a daily problem.

The power of education to ennoble and enfranchise is the bulwark of inner peace and national health. The responsibility of the schools to contribute to this education is a larger issue that may give perspective to our daily task. Perhaps the theory and practice of improved instruction is an issue not confined to any special interest group. This project, reported herein, is offered for the consideration of colleagues as an initial step in the re-examination of our position.

NOTE: See pages 46-48 for biblographical reference to authors and projects mentioned, as well as related readings.

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RECOMMENDATIONS

General Recommendations

The teachers presently involved in the program make the following recommendations:

1. Provide for tutorial supervision when these students have study periods in connection with regular study hall teacher and/or teacher aides.
2. Provide for time blocks to permit teachers to coordinate their programs, a possible team approach.
3. Do not permit a first year teacher to enter this program unless there are unusual strengths for this assignment.
4. Do not force a teacher to accept this assignment, they must sincerely want to join this program. Teachers should have the patience and understanding that these students nee
5. Provide for town wide coordination through a town-wide committee composed of junior high and elementary principals and teachers, and counselors.
6. Provide for a building coordinator and/or supervisor.
7. Provide for a more thorough orientation of students and parents at the beginning of the year.
8. Do not allow class size to exceed 15 students.
9. Provide for monthly evaluation of the students.
10. Provide for any additional financial support needed to effectively carry out this program.
11. Provide for a definite planned block of time for individual and small group guidance.
12. Provide for a definite planned block of time for individual reading improvement.
13. Provide for more planned time for subject matter remedial assistance.
14. Provide more effective use of Library facilities through individual help program with Librarian.
15. Provide for all academic subjects to be taken in the morning.
16. Provide for student movement in and out of the program according to progress.
17. Provide for increased subject matter correlation. (See schedule and conference recommendations.)
18. Explore the possibility of using 9th grade honor students to help students with their academic work.
19. Provide for developing a more sophisticated method of accessing individual and group progress.
20. Provision should be made for teachers to visit other schools having programs similar to IDP.

APPENDIX I

21. Provide for heterogenous grouping in all special subjects.
22. Provide for interim anecdotal reports.
23. Study the implications for an ungraded school (Primary, intermediate, and grades 7 and 8).

Town Coordinator Duties

It is recommended that a town coordinator be appointed in order to effectively carry out this program. If this is not possible, then the following duties should be assumed by an administrator.

1. Set up and lead a committee made up of teachers, counselors and principals who are involved in this program.
2. Make provisions for a budget necessary to carry out the program.
3. Make special equipment and materials available to the teachers in charge of the program.
4. Make certain a testing program is put into practice in order to evaluate the work continually.
5. Carry on research connected with this type of program so that valuable recommendations might be made.

Building Coordinator Duties

This person might be an administrator, counselor or teacher. Time should be provided this person in order for the program to be successful.

1. Cooperate with and be aware of the programs in the other schools in town.
2. Meet periodically with the town coordinator.
3. Meet periodically with the teachers in his building involved in the program.
4. Set up a parent conference schedule.
5. Make certain that all aspects of the program are carried out.
6. Assist the teachers of the program.
7. Make certain materials and equipment is available for the teachers.

Guidance and Special Services

1. Plan a definite time for individual and group guidance.
2. Provide for a vocational guidance program.
3. Make provisions for a high school follow-up study of these students.
4. Provide the staff and the time necessary to carry on effective guidance.

5. Promote closer contact with the parents, perhaps have them visit the school on a regular basis.
6. Provide the social worker with enough time to visit the homes of these students.
7. Provide for more frequent testing, in the hopes of permitting some students to move to a regular class.
8. Many of these students are potential drop-outs, therefore, it is the responsibility of the school to help them develop the desire to remain in school and to produce their best work.
9. Provide for increased reading improvement services.
10. Require the homeroom teacher to become more involved with these students, thereby letting them know that someone else cares about them.
11. Provide for early individual psychological testing for more information on special problems.
12. Schedule the guidance counselor for two periods a day for IDP student involvement.
13. Provide for anecdotal records - entries to be made once a week by the teachers. These would become a basis for evaluation procedures.
14. Obtain certain test materials to measure relative progress of the group, diagnose achievement area deficits, and changes in values, attitudes and organization

Recommended Teaching Methods in the Classroom

1. Allow time for individual or group classroom activity.
2. Provide experience that will lead the student to discover for himself.
3. Provide opportunity for individual demonstrations.
4. Provide time for students to work on oral and/or written reports.
5. Provide for sufficient laboratory experience.
6. Provide for division of class for varying instructional purposes, perhaps half the class to the library, or under the direction of a teacher aide, or combined classes.
7. Keep academic presentations short (maximum of 20 minutes) due to the short span of interest these students have.
8. Vary the daily schedule, but keep the students aware of any changes.
9. Make use of resource people, both in and out of the building.
10. Do not shortchange these students with watered down courses of study, all drill or "practical" content.

11. These students learn best through concrete manipulative devices, use them where this is possible and relate to more abstract content.
12. Provide for the use of plays in different subject areas.
13. Include problems of interpersonal relations such as choice of life partner, child care, income, and moral values.
14. Provide for sufficient motivation throughout your teaching methods.
15. Provide for instruction in the care and preservation of materials and property.
16. Attempt to instill within the student consideration and respect for other human beings.
17. Provide for allowing the students to pursue a topic of interest beyond the regular class work.
18. Provide for the use of programmed materials.
19. Homework assignments should be well understood and not too lengthy for this group.
20. Have the class write and print a class newspaper.
21. Encourage letter writing in all areas of study as a means of expression.
22. Make use of the tape recorder as a means of expression.
23. Use rule playing in applying for a job.
24. Attempt the contract approach in all areas.
25. This group needs a planned program in instruction in study skills.
26. Make effective use of field trips.
27. Keep subject matter tests objective.
28. Above all, vary the teaching methods.

The above suggestions are not all inclusive, nor are they mutually exclusive, i.e., different individual recommendations do not conflict or rule out another recommendation.

APPENDIX II

Guide for Pupil Reporting - Anecdotal Record

The following major areas can be considered bases against which to jud student behavior and growth. In each area, some specific breakdown is offered as a guide to the thinking of the teacher who prepares the report.

Academic
- Achievement in relation to useful ability and to grade standard
- Organization of materials
- Perceptions of situations (any), i.e., rules, facts, procedures, e
- Number and kind of errors
- Completion of work
- Subject strength - weakness
- expanding interest areas

Reading
- Word attack
- Oral reading
- Phonics
- Syllabification
- Content discrimination
- Retention of detail
- Generalization
- Speed
- Interpretation
- Comprehension
- Visualizing from word pictures

Writing
- Neatness
- Usage

Math
- Reading and problem solving
- Accuracy
- Reasoning
- Computation
- Application

Thinking
- Observation
- Analysis
- Comparison
- Synthesis
- Judgements
- Conclusions
- Generalization

Expression Effectiveness
    Direction (positive - negative)

Creative Writing

Report Writing

Outlining

Summarizing

Note taking

Locating information

Using charts, tables, graphs, and reference materials

Work Habits
    Recording assignments accurately
    Systematic approach
    Completion
    Attention span

Library Usage

Communication Skill
    Written
    Oral (a prime indicator of personality adequacy)
    Clarity
    Vigor

Personal Growth
    Attitudes
        defensive
        fearful
        helpful
        defiant
        resentful
        assertive
        impulsive
        anxious
        hostile
        aggressive
        selfish
        frustrated
        tolerant
    Values
        social
        educational
        moral conformity
        personal
        family
        economic/vocational

    Self Concept/Image
        interests
        needs
        self confidence

    Motivation

    Peer Acceptance

Your Hypotheses on How to Handle Student

Student Evaluation Sheet - Anecdotal Report

Student ______________________ Subject ______________________

Teacher ______________________ Date ______________________

IDP year: 1 2; Grade 9
(circle one)

Recommendation re student's placement ______________________

____

____

Is the student working to capacity? (Take into account ability to make full use of potential.) ______________________

____

____

What special techniques have you found successful in working with this student? ______________________

____

____

____

Is the student a behavior problem? _____ If "Yes", in what way? _____

____

____

IDP Letter Grade, if used _____ This is _____% of grade standard (grade level average)

Comments on academic growth ______________________

____

____

____

____

Comments on Personal Growth ______________________

(continue reverse side)

APPENDIX III

LETTER TO PARENTS
(To be used on school letterhead)

____

Dear Mr. & Mrs. _____________

Your son - daughter ____________________has been placed in our Individual Development Program. In studying the record of your child, it was found that some subject areas need improvement. In this program the classes are smaller and your child will receive more individual attention.

The grades your child receives will indicate the degree of achievement according to the difficulty of materials with which he or she is able to work.

You will be helped to follow your child's progress by reading his or her "Contract Progress Form". This is a record of the student's progress in planned work assignments. A folder should be brought home for you to read and sign every one or two weeks from classes where this procedure is used.

We are also planning regularly scheduled parent conferences so that we may discuss your child's work. Could you meet with us on ____________________ at __________a.m./p.m.. If this time is not convenient for you, please contact us so that we may make another appointment.

Very truly yours,

APPENDIX IV

Central Junior High School
Greenwich, Connecticut

CONTRACT

between

_______________________ and _______________________
Student Teacher - Subject

My Purpose in this Unit is: _______________________

____

____

____

____

Teacher Comments on Unit: _______________________

____

____

____

____

I, _______________________ agree to complete this unit excellently. I will complete the unit activities on the Progress Form by ____________

____
Student Signature

I, _______________________ agree to help plan, review work done and advise _______________________ whenever enough work has been done or help is needed.

____
Teachers Signature

Completion of Contract: dates _____ _______________________(Student)
_____ _______________________(Teacher)
_____ _______________________(Parent_

Please Return to Teacher

Contract Progress Form

Unit Title ______________________________

____
Student s Name

Activities	Date Completed	Teacher Comments	Initials

Unit Completed ____________ ________________________ ________

APPENDIX V

DIRECTIONS FOR WORKSHEETS

These directions can be used for reading stories, passages, texts, and quotations.

First: Use Story Worksheet Part I - yellow

1. Read story or quotation once.
2. Pick out words you don't know.
3. Carefully copy important sections or quotations on Worksheet.
4. Copy new words on the Worksheet
   a. Use dictionary to find phonics marks.
   b. Mark your words with phonics marks.
   c. Use Phonics Guide (red) to spell word phonetically (fonetikullee).
   d. Say word phonetically.
      Get help NOW if you have trouble.
      Have work checked by teacher.

Second: Go to Spelling Worksheet - green

1. On this sheet practice your new words.
2. Follow directions on spelling worksheet.
3. Use one sheet for each new word.
   Have work checked by teacher when finished.

Third: Go to Story/Quotation Worksheet, Part II.

1. Read story or passage again. Get ideas of what it is about.
   Note the important words and ideas.
2. Follow directions for Part II on Worksheet, and finish this part.
   Read the story or passage again if you need to do so. Reading the story into a tape recorder and listening to it may help.
3. Have your work checked by teacher.
   Plan your written work with the teacher.
4. Have teacher check written work for grammar and punctuation.

Fourth: Go to Spelling List Sheet - blue

1. Copy all new words from all Spelling/Vocabulary Worksheets (green) on the spelling list sheet. (blue)
   Do this at the end of each week.
2. Review from this spelling list for tests.
   Have this checked by teacher.

WORKSHEET FOR STORIES AND QUOTATIONS

Part I

COPY PASSAGE IN THIS SPACE

(Did you copy correctly?)

NEW WORDS	PHONIC SPELLING

DO NOT START PART II UNTIL YOU FINISH SPELLING/VOCABULARY WORKSHEET

Phonic Spelling and Pronouncing Guide*

Use this sheet to sound out new words. Phonetic symbols stand for sounds; they are like a code. They help your reading and spelling. Some symbols are shown below. For more symbols use the dictionary.

Symbol	Sounds Like	Common Spellings	(fənetik) Phonetic Spellings
a	like "at"	hat, plaid, half, laugh	hat;plad,haf,laf
(ā	say) name)	age, aid, gauge, break	āj, ād, gāj, brāk
((ã	or letter)	care, air, prayer, where	kãr, ãr, prãr, hwãr,
ä	ah	father, sergeant, heart	fäthər, särjənt, härt
e	eh	many, said, let, bread,	meni, sed, let, bred
ē	ee	equal, team, receive	ēkwᵊl, tēm, risēv,
ėr	er	pearl, first, word	pėrl, fėrst, wėrd,
ər	used for a,e, i,o,u	liar, mother, honor	liᵊr, muŧhər, onər
ə	for a,e, i,o,u	alone, fountain, moment	əlon, fountən, momənt
ī	ih	England, been, bit, sieve	Īnggland, bīn, bīt, sīv
i	eye	aisle, height, eye, lie	il, hit, i, li,
o	ah	watch, hot	woch, hot
ō	oh	beau, sew, open, boat	bō, sō, ōpᵊn, bōt
ô	aw	all, Utah, walk, taught	ôl, utô, wôk, tôt
oi	oi	boil, boy, moist	boil, boi, moist
ou	ow	house, bough, now	hous, bou, nou
th		thin, breath	thin, breth
ŧh		then, breathe	ŧhen, breŧh
u	uh	come, does, flood, cup	kum, duz, flud, kup
ū	yew	beauty, feud, few, use	būti, fūd, fū, ūz
u̇	u	wolf, good, should, full	wu̇lf, gu̇d, shu̇d, fu̇l
ü	ooh	threw, through, fruit	thrü, thrü, früt
y	ee-eh	yes, opinion, hallelujah	yes, əpinyən, haləluyə

* Use with Thorndike Barnhard Dictionaries

IF YOU NEED HELP TO USE THIS SHEET, SEE YOUR TEACHER

PART II

1. What are the most important words and ideas?

Important Words	Important Ideas

2. What is it about - mainly, (use your own words)

3. What would be a good title for the passage?

4. What do you think about the author's statement? Why?

5. Did the passage remind you of something in your own life? Tell about it.

PART III

Now write a 1 page report using your statements in 2, 3, 4, and 5 of Part II. Get the help of your teacher to use correct grammar and punctuation. Use regular lined paper.

NEW WORDS

Spelling, Vocabulary Worksheet

NAME ________________________ DATE ____________

Say word and copy word
correctly on line 1

1. ____________

Cover line 1 and write
word on line 2

2. ____________

Now check line 2 against
line 1. If correct, cover
line 1 & 2 and write word
again on line 3.

anytime you make a mistake
start with line 1 again

3. ____________

Now check line 3 against
line 2. If correct, cover
and write word again on
line 4.

4. ____________

Now check line 4 against
line 3. If correct, cover
and write word again on
line 5.

5. ____________

Now check line 5 against
line 4.

If correct you are now
finished.

Dictionary Meaning

____
____
____
____

Meaning of Sentence in
which word is found

____
____
____
____
____

Use word in your own sentence

____
____
____
____
____

Use this form to make your
own spelling worksheets.

You will be graded and tested
on these words

SAVE THIS SHEET

Review of Spelling and Vocabulary List

On this sheet write all new words you have learned. Do not do this until you have completed the spelling vocabulary worksheet.

Use this form to make your own spelling lists.
You will be graded and tested on these words

SAVE THESE SHEETS

APPENDIX VI

ENGLISH ACTIVITY PLAN

1. Read Story
    a. Follow directions for Worksheets

2. Read Quotation
    a. Follow directions for Worksheets

3. Compare your ideas on the Worksheets and Reports for both the story and the quotations.
    a. Are they the same? How?
    b. Are they different? How?
    c. Have you changed your mind about anything? What?

4. Write a new 1 page report regarding both the story and the quotations. Do 1 paragraph for each part below:
    a. What are they about?
    b. What are the main ideas?
    c. How do you feel about these ideas?
    d. What have they reminded you of in your own life?

5. Make a report to the class on your work.
    a. Read the story.
    b. Read the quotations.
    c. Explain the ideas.

To do this, practice reading the story and quotations into a tape recorder. You may use your Worksheets and Reports for help. The 4 topics in your last report should also be a guide.

Check with your teacher for help and also when you are ready to make the class report.

The Adventures of Tom Sawyer

CHAPTER 17
Pirates at Their Own Funeral

But there was no hilarity in the little town that same tranquil Saturday afternoon. The Harpers, and Aunt Polly's family, were being put into mourning, with great grief and many tears. An unusual quiet possessed the village, although it was ordinarily quiet enough, in all conscience. The villagers conducted their concerns with an absent air, and talked little; but they sighed often. The Saturday holiday seemed a burden to the children. They had no heart in their sports, and gradually gave them up.

In the afternoon Becky Thatcher found herself moping about the deserted school-house yard, and feeling very melancholy. But she found nothing there to comfort her. She soliloquized:

"Oh, if I only had a brass andiron-knob again! But I haven't got anything now to remember him by." And she choked back a little sob. Presently she stopped, and said to herself. "It was right here. Oh, if it was to do over again, I wouldn't say that--I wouldn't say it for the whole world. But he's gone now; I'll never never never see him any more."

This thought broke her down and she wandered away, with the tears rolling down her cheeks. They quite a group of boys and girls--playmates of Tom's and Joe's--came by, and stood looking over the paling fence and talking in reverent tones of how Tom did so-and-so, the last time they saw him, and how Joe said this and that small trifle (pregnant with awful prophecy, as they could easily see now!)-and each speaker pointed out the exact thing like"and I was a-standing just so--just as I am now, and as if you was him--I was as close as that--and he smiled, just this way--and then something seemed to go all over me, like--awful, you know--and I never thought what it meant, of course, but I can see now!"

Then there was a dispute about who saw the dead boys last in life, and many claimed that dismal distinction, and offered evidences, more or less tampered with by the witness; and when it was ultimately decided who did see the departed last, and exchanged the last words with them, the lucky parties took upon themselves a sort of sacred importance, and were gaped at and envied by all the rest. One poor chap, who had no other grandeur to offer, said with tolerably manifest pride in the remembrance: ..."Well, Tom Sawyer he licked me once."

But that bid for glory was a failure. Most of the boys could say that, and so that cheapened the distinction too much. The group loitered away, still recalling memories of the lost heroes, in awed voices.

When the Sunday-school hour was finished, the next morning the bell began to toll, instead of ringing in the usual way. It was a very still Sabbath, and the mournful sound seemed in keeping with the musing hush that lay upon Nature. The villagers began to gather, loitering a moment in the vestibule to converse in whispers about the sad event. But there was no whispering in the house; only the funereal rustling of dresses as the women gathered to their seats disturbed the silence there. None could remember when the little church had been so full before. There was finally a waiting pause, an expectant dumbness, and then Aunt Polly entered, followed by Sid and Mary and they by the Harper family, all in deep black, and the whole congregation, the old minister as well, rose reverently and stood, until the mourners were seated in the front pew. There was another communing silence, broken at intervals by muffled sobs, and then the minister spread his hands abroad and prayed. A moving hymn was sung, and the text followed:....."I am the Resurrection and the Life."

As the service proceeded, the clergyman drew such pictures of the graces, the winning ways, and the rare promise of the lost lads, that every soul there, thinking he recognized these pictures, felt a pang in remembering that he had persistently seen only faults and flaws in the poor boys. The minister related many a touching incident in the lives of the departed, too, which illustrated their sweet, generous natures, and the people could easily see, now, how noble and beautiful those episodes were, and remembered with grief that at the time they occurred they had seemed rank rascalities, well deserving of the cowhide. The congregation became more and more moved, as the pathetic tale went on, till at last the whole company broke down and joined the weeping mourners in a chorus of anguished sobs, the preacher himself giving way to his feelings, and crying in the pulpit.

There was a rustle in the gallery, which nobody noticed; a moment later the church door creaked; the minister raised his streaming eyes above his handkerchief, and stood transfixed! First one and then another pair of eyes followed the minister's, and then almost with one impulse the congregation rose and stared while the three dead boys came marching up the aisle, Tom in the lead, Joe next, and Huck, a ruin of dropping rags, sneaking sheepishly in the rear! They had been hid in the unused gallery listening to their own funeral sermon!

Aunt Polly, Mary, and the Harpers threw themselves upon their restored ones, smothered them with kisses and poured out thanksgivings, while poor Huck stood abashed and uncomfortable, not knowing exactly what to do or where to hide from so many unwelcoming eyes. He wavered, and started to slink away, but Tom seized him and said:....."Aunt Polly, it ain't fair. Somebody's got to be glad to see Huck."

"And so they shall. I'm glad to see him, poor mother-
less thing!" And the loving attentions Aunt Polly lavished *
upon him were the one thing capable of making him more un-
comfortable than he was before.

Suddenly the minister shouted at the top of his voice: *
"Praise God from whom all blessings flow--Sing!--and put your *
hearts in it!"

And they did. Old Hundred swelled up with a triumphant *
burst, and while it shook the rafters Tom Sawyer the Pirate
looked around upon the envying juveniles about him and con-
fessed in his heart that this was the proudest moment of his
life.

As the "sold" congregation trooped out they said they *
would almost be willing to be made ridiculous again to hear Old *
Hundred sung like that once more.

Tom got more cuffs and kisses that day--according to Aunt Polly's varying moods--than he had earned before in a year; and he hardly knew which expressed the most gratefulness to God and affection for himself.

The following quotations help you understand the reading you completed. Each section has 1 or more quotations that refer to passages in the story which were marked with asterisks (*). Study a quote or quotes from each section. Follow directions on the Story/Quotation Worksheet.

THE ADVENTURES OF TOM SAWYER

"Why should we grope among the dry bones of the past, or put the living generation into masquerade out of its faded wardrobe?" - Emerson

"A eulogist of bygone days."
Horace

"The 'good old times' - all times, when old, are good." - Byron

---

"Thou unrelenting past." - Bryant

"O that Jupiter would give back to me the years that are past." - Vergil

(Continue on the next page for the rest of this section)

Pick one or more quotations from each section

"Though its ghost haunts us."
Robert Browning

"Remorse is memory awake."
Emily Dickinson

"Well, blest is he who has a dear one dead; A friend he has whose face will never change." - O'Reilly

"My heart aches, and a drowsy numbness pains
My sense, as though of hemlock I had drunk
Or emptied some dull opiate to the drains
One minute past and Lethe-wards had sunk."
Keats, Ode to a Nightingale

Pick one or more quotations from each section

"We live in time, and the past must always be the most momentous part of it."
Lionel Johnson

"Look not mournfully into the past. It comes not back again. Wisely improve the Present. It is thine. Go forth to meet the shadowy Future, without fear, and with a manly heart." - Longfellow

"In ev'ry storm that either frowns, or falls, what an asylum has the soul in prayer." - Young

---

"The world wishes to be deceived."
Sebastian France

"It is in vain to find fault with those arts of deceiving wherein men find pleasure to be deceived." - John Locke

(Continue on the next page for the rest of this section)

Pick one or more quotations from each section

"With all thy faults, I love thee still." - Cowper

"Magnanimous lie. And when was truth so beautiful that it could be preferred to thee?" Tasso

"The human family is the most ancient of all societies." - Rousseau

---

"Rejoice with me: for I have found my sheep which was lost." Luke XV, 6

"The majority of men are, as it were, suspended in the air like toy balloons; every breath of wind moves them." - Nietzsche

---

Pick one or more quotations from each section

"Praise God from Whom all blessings flow.
Praise Him all creatures here below.
Praise Him above ye Heavenly Hosts,
Praise Father, Son, and Holy Ghost.
Amen - Old Hundred

DR. JOHNSON AND HIS FATHER

James Baldwin

It is in a little bookshop in the city of Lichfield, England. The floor has just been swept and the shutter taken down from the one small window. The hour is early, and customers have not yet begun to drop in. Out of doors the rain is falling.

At a small table near the door, a feeble, white haired old man is making up some packages of books. As he arranges them in a large basket, he stops now and then as though disturbed by pain. He puts his hand to his side; he coughs in a most distressing way; then he sits down and rests himself, leaning his elbows upon the table.

"Samuel!" he calls.

In the farther corner of the room there is a young man busily reading from a large book that is spread open before him. He is a very odd-looking fellow, perhaps eighteen years of age, but you would take him to be older. He is large and awkward, with a great round face, scarred and marked by a strange disease. His eyesight must be poor, for, as he reads, he bends down until his face is quite near the printed page.

"Samuel!" again the old man calls.

But Samuel makes no reply. He is so deeply interested in * his book that he does not hear. * The old man rests himself a little longer and then finishes tying his packages. He lifts the heavy basket and sets it on the table. The exertion brings on another fit of coughing; and when it is over he calls for the third time, "Samuel.'" *

"What is it, father?" This time the call is heard.

"You know, Samuel," he says, "that to-morrow is market day at Uttoxeter, and our stall must be attended to. Some of our friends will be there to look at the new books which they expect me to bring. One of us must go down on the stage this morning and get everything in readiness. But I hardly feel able for the journey. My cough troubles me quite a little, and you see that it is raining very hard."

"Yes, father; I am sorry," answers Samuel; and his face is again bent over the book.

"I thought perhaps you would go down to the market, and that I might stay here at the shop," says his father. But Samuel does not hear. He is deep in the study of some Latin classic.

The old man goes to the door and looks out. The rain is still falling. He shivers, and buttons his coat.

It is a twenty-mile ride to Uttoxeter. In five minutes the stage will pass the door.

"Samuel, will you not go down to the market for me this time?"

The old man is putting on his great coat

He is reaching for his hat

The basket is on his arm.

He casts a beseeching glance at his son, hoping that he *
will relent at the last moment. *

"Here comes the coach, Samuel:" and the old man is *
choked by another fit of coughing. *

Whether Samuel hears or not, I do not know. He is still reading, and he makes no sign nor motion.

The stage comes rattling down the street.

The old man with his basket of books staggers out of the door. The stage halts for a moment while he climbs inside. Then the driver swings his whip, and all are away.

Samuel, in the shop, still bends over his book.

Out of doors the rain is falling.

SCENE SECOND

Just fifty years have passed, and again it is market day at Uttoxeter.

The rain is falling in the streets. The people who have wares to sell huddle under the eaves and in the stalls and booths that have roofs above them.

A chaise from Lichfield pulls up at the entrance to the market square.

An old man alights. One would guess him to be seventy years of age. He is large and not well-shaped. His face is seamed and scarred, and he makes strange grimaces as he clambers out of the chaise. He wheezes and puffs as though afflicted with asthma. He walks with the aid of a heavy stick.

With slow but ponderous strides he enters the market place and looks around. He seems not to know that the rain is falling.

He looks at the little stalls ranged along the walls of the market place. Some have roofs over them and are the centers of noisy trade. Others have fallen into disuse and are empty.

The stranger halts before one of the latter. "Yes, this is it," he says. He has a strange habit of talking aloud to himself. "I remember it well. It was here that my father, on certain market days, sold books to the clergy of the county. The good men came from every parish to see his wares and to hear him describe their contents."

He turns abruptly around. "Yes, this is the place," he repeats.

He stands quite still and upright, directly in front *
of the little old stall. He takes off his hat and holds it *
beneath his arm. His great walking stick has fallen into *
the gutter. He bows his head and clasps his hands. He *
does not seem to know that the rain is falling. *

The clock in the tower above the market strikes eleven. The passers-by stop and gaze at the stranger. The market people peer at him from their booths and stalls. Some laugh as the rain runs in streams down his scarred old cheeks.
Rain is it? Or can it be tears? *

Boys hoot at him. Some of the ruder ones even hint at *
throwing mud; but a sense of shame witholds them from the act.*

"He is a poor lunatic. Let him alone," say the more *
compassionate. *

The rain falls upon his bare head and his broad shoulders. He is drenched and chilled. But he stands motionless and silent, looking neither to the right nor to the left.

"Who is that old fool?" asks a thoughtless young man who chances to be passing.

"Do you ask who he is?" answers a gentleman from London. "Why, he is Dr. Samuel Johnson, the most famous man in England. It was he who wrote Rasselas and the Lives of the Poets and Irene and many another work which all men are praising. It was he who made the great English Dictionary, the most wonderful book of our times. In London, the noblest lords and ladies take pleasure in doing him honor. He is the literary lion of England."

"Then why does he come to Uttoxeter and stand thus in the pouring rain?"

"I cannot tell you; but doubtless he has reasons for doing so;" and the gentleman passes on.

At length there is a lull in the storm. The birds are chirping among the housetops. The people wonder if the rain is over, and venture out into the slippery street.

The clock in the tower above the market strikes twelve. The renowned stranger has stood a whole hour motionless in the market place. And again the rain is falling.

Slowly now he returns his hat to his head. He finds his walking stick where it had fallen. He lifts his eyes reverently for a moment, and then, with a lordly, lumbering motion, walks down the street to meet the chaise which is ready to return to Lichfield.

We follow him through the pattering rain to his native town.

"Why, Dr. Johnson!" exclaims his hostess; "we have missed you all day. And you are so wet and chilled! Where have you been?"

"Madam," says the great man, "fifty years ago, this
very day, I tacitly refused to oblige or obey my father. *
The thought of the pain which I must have caused him has *
haunted me ever since. To do away the sin of that hour, I, *
this morning went in a chaise to Uttoxeter and did do penance *
publicly before the stall which my father had formerly used." *

The great man bows his head upon his hands and sobs. *

Out of doors the rain is falling.

The following quotations help you understand the reading you completed. Each section has 1 or more quotations that refer to passages in the story which were marked with asterisks (*). Study a quote or quotes from each section. Follow directions on the Story/Quotation Worksheet.

DR. JOHNSON AND HIS FATHER

"No man ever became great or good except through many and great mistakes."
Gladstone

"Remorse begets reform." - Cowper

"The hearts of good men admit of atonement." - Homer, Iliad

"What else is an old man but voice and shadow?" - Euripides

"And so, from hour to hour, we ripe and ripe, and then, from hour to hour, we rot and rot." - Shakespeare
As You Like It

Pick one or more quotations from each section

"Pity the sorrows of a poor old man
Whose trembling limbs have borne him to your door
Whose days are dwindled to the shortest span
Oh give relief, and Heaven will bless your store."

Thomas Moss

"Beggary is valiant." - Shakespeare
Henry VI

"We grow tired of everything but turning others into ridicule, and congratulating ourselves on their defects."

Hazlitt

"Ridicule...often checks what is absurd, and fully as often smothers that which is noble." - Scott

"Scoffing cometh not of wisdom."

Sir Philip Sidney

Pick one or more quotations from each section

"Man seeks his own good at the whole world's cost." - Robert Browning

"Not a deed would he do, nor a word would he utter till he'd weighed its relations to plain bread and butter."
J. R. Lowell

"He that lives not somewhat to others, liveth little to himself."
Montaigne

"All sensible people are selfish."
Emerson

Pick one or more quotations from each section

"Most powerful is he who has himself in his power." - Seneca

"Man is neither angel nor brute."
Bench

"A man's first care should be to avoid the reproaches of his own heart."
Addison

"Nor ear can hear nor tongue can tell the tortures of that inward hell."
Byron

"Guilt is the source of sorrow,
'tis the fiend, the avenging fiend,
That follows us behind
With Whips and stings."
Nicholas Rowe

(Continue on the next page for the rest of this section)

"Thy nights are banished from
the realms of sleep
Yes, they may flatter thee, but
thou shalt feel
A hollow agony which will not
heal,
For thou art pillowed on a curse
too deep."

Byron

PENROD

by

Booth Tarkington

OVER THE FENCE

Penrod was out in the yard. The sun was on the horizon line, far behind the back fence, and a western window of the house blazed in gold unbearable to the eye: Penrod's birthday was nearly over. He sighed, and took from the inside pocket of his new jacket the "sling-shot" Aunt Sarah Crim had given him that morning.

He snapped the rubbers absently. They held fast; and his next impulse was entirely irresistible. He found a shapely* stone, fitted it to the leather, and drew back the ancient catapult for a shot. A sparrow hopped upon a branch between him and the house, and he aimed at the sparrow; but the reflection from the dazzling window struck in his eyes as he loosed the leather.

He missed the sparrow, but not the window. There was a loud crash, and to his horror he caught a glimpse of his * father, stricken in mid-shaving, ducking a shower of broken glass, glittering razor flourishing wildly. Words crashed with the glass, stentorian words, fragmentary but colossal.

Penrod stood petrified, a broken sling in his hand. He * could hear his parent's booming descent of the back stairs, instant and furious; and then, red-hot above white lather, Mr. Schofield burst out of the kitchen door and hurtled forth upon his son.

"What do you mean?" he demanded, shaking Penrod by the * shoulder. "Ten minutes ago I happened to be saying to your * mother--almost the first time in my life--that you were a * fine, well-behaved boy, and here you go and throw a rock at * me through the window when I'm shaving for dinner!" *

"I didn't!" Penrod quavered. "I was shooting at a sparrow, and the sun got in my eyes, and the sling broke---"

"What sling?"

"This'n."

"Where'd you get that devilish thing? Don't you know *
I've forbidden you a thousand times----" *

"It ain't mine," said Penrod. "It's yours."

"What?"

"Yes, sir," the boy said meekly. "Aunt Sarah Crim gave it to me this morning and told me to give it back to you. She said she took it away from you thirty-five years ago. You killed her hen, she said. She told me some more to tell you, but I've forgotten."

"Oh!" said Mr. Schofield. *

He took the broken sling in his hand, looked at it long and thoughtfully---and he looked longer, and quite as thoughtfully, at Penrod. Then he turned away, and walked toward the house.

"I'm sorry, Papa," said Penrod. *

Mr. Schofield coughed, and, as he reached the door, called*
back, but without turning his head. "Never mind, little boy. *
A broken window isn't much harm." *

When he had gone in, Penrod wandered down the yard to the back fence, climbed upon it, and sat in reverie there.

A slight figure could be seen, likewise upon a fence, beyond two neighbouring yards.

"Yay, Penrod!" called comrade Sam Williams.

"Yay!" Penrod returned mechanically.

"Well, so long!" Sam shouted, dropping from his fence; and the friendly voice came then, more faintly, "Many happy returns of the day, Penrod!"

And now, a plaintive little whine sounded from below Penrod's feet, and, looking down, he saw that Duke, his wistful, old scraggly dog, sat in the grass, gazing seekingly up at him.

The last shaft of sunshine of that day fell graciously *
and like a blessing upon the boy sitting on the fence. Years *
afterward, a quiet sunset would recall to him sometimes the *
gentle evening of his twelfth birthday, and bring him the *
picture of his boy self, sitting in rosy light upon the fence, *
gazing pensively down upon his wistful, scraggly, little old *
dog, Duke. *

The following quotations help you understand the reading you completed. Each section has 1 or more quotations that refer to passages in the story which were marked with asterisks (*) Study a quote or quotes from each section. Follow directions on the Story/Quotation Worksheet.

OVER THE FENCE

"One pardons in the degree that one loves." - La Rochefoucauld

"Shut up your mouth and chew the cud of understanding." - Congreve

"It is better to understand little than to misunderstand a lot."
Anatole France

"Give it an understanding but no tongue." - Shakespeare, Hamlet

Pick one or more quotations from each section

"And then it started like a guilty thing Upon a fearful summons." - Shakespeare, *Hamlet*

"He that knows no guilt can know no fear." - Massinger

"He who forgives readily only invites offense." - Corneille

"The offender never pardons." - George Herbert

"Nobuddy ever fergits where he buried a hatchet." - Kin Hubbard

---

Pick one or more quotations from each section

"Still o'er these scenes my memory wakes
And fondly broods with miser care;
Time but th' impression stronger makes
As streams their channels deeper wear." -
Robert Burns

"While memory watches o'er the sad review
Of joys that faded like the morning dew."
Campbell

"Where is the heart that doth not keep
Within its inmost core
Some fond remembrance hidden deep
Of days that are no more?"
Ellen Clementine Howarth

Pick one or more quotations from each section

"A law is nothing else than a dictate of reason in the ruler, by whom his subjects are governed."
Aquinas

"It is much easier to be critical than to be correct." - Disraeli

"Two things instruct man about his whole nature - instinct and experience."
Pascal

PENROD
by
Booth Tarkington

A Model Letter to a Friend

Penrod's class in English composition had been instructed the previous day to concoct at home and bring to class on Wednesday morning, "a model letter to a friend on some subject of general interest." Penalty for omission to perform this simple task was definite; whosoever brought no letter would inevitably be "kept in" after school, that afternoon, until the letter was written, and it was precisely a premonition of this misfortune that had prompted Penrod to attempt his experimental moaning upon his father, for, alas! he had equipped himself with no model letter, nor any letter whatever.

In stress of this kind, a boy's creed is that anything is worth a try; but his eye for details is poor. He sees the future too sweepingly and too much as he would have it, seldom providing against inconsistencies of evidence that may damage him. For instance, there is a well-known case of two brothers who exhibited to their parents, with pathetic confidence, several imported dried herring on a string, as a proof that the afternoon had been spent, not at a forbidden circus, but with hook and line upon the banks of a neighbouring brook.

So with Penrod. He had vital need of a letter, and there, before his eyes, upon Margaret's desk, was apparently the precise thing he needed!

From below rose the voice of his mother urging him to the breakfast-table, warning him that he stood in danger of tardiness at school; he was pressed for time, and acted upon an inspiration that failed to prompt him even to read the letter.

Hurriedly he wrote, "Dear Friend" at the top of the page Margaret had partially filled. Then he signed himself "Yours respectfully, Penrod Schofield" at the bottom, and enclosed the missive within a battered volume entitled, "Principles of English Composition." With that and other books compacted by a strap, he descended to a breakfast somewhat oppressive but undarkened by any misgivings concerning a "letter to a
friend on some subject of general interest." He felt that *
a difficulty had been encountered and satisfactorily dis- *
posed of; the matter could now be dismissed from his mind. *
He had plenty of other difficulties to take its place.

No; he had no misgivings, nor was he assailed by any- *
thing unpleasant in that line, even when the hour struck *
for the class in English composition. If he had been two *
or three years older, experience might have warned him to *
take at least the precaution of copying his offering, so *
that it would appear in his own handwriting when he "handed *
it in", but Penrod had not even glanced at it.

"I think," Miss Spence said, "I will ask several of you to read your letters aloud before you hand them in. Clara Raypole, you may read yours.."

Penrod was bored but otherwise comfortable; he had no apprehension that he might be included in the "several", especially as Miss Spence's beginning with Clara Raypole, a star performer, indicated that her selection of readers would be made from the conscientious and proficient division at the head of the class. He listened stoically to the beginning of the first letter, though he was conscious of a full resentment, inspired mainly by the perfect complacency of Miss Raypole's voice.

"Dear Cousin Sadie,'" she began smoothly, " 'I thought I would write you to-day on some subject of general interest, and so I thought I would tell you about the subject of our court-house. It is a very fine building situated in the centre of the city, and a visit to the building after school hours well repays for the visit. Upon entrance we find upon our left the office of the county clerk and upon our right a number of windows affording a view of the street. And so we proceed, finding on both sides much of general interest. The building was begun in 1886 A. D. and it was through in 1887 A. D. It is four stories high and made of stone, pressed brick, wood, and tiles, with a tower, or cupola, one hundred and twenty-seven feet seven inches from the ground. Among other subjects of general interest told by the janitor we learn that the architect of the building was a man named Flanner and the foundations extend fifteen feet five inches under the ground-------'"

Penrod was unable to fix his attention upon these statis- *
tics; he began moodily to twist a button of his jacket and *
to concentrate a new-born and obscure but lasting hatred upon *
the court-house. Miss Maypole's glib voice continued to *
press upon his ears; but, by keeping his eyes fixed upon
the twisting button he had accomplished a kind of self- *
hypnosis, or mental anaesthesia, and was but dimly aware of *
what went on about him. *

The court-house was finally exhausted by its visitor, who resumed her seat and submitted with beamish grace to praise. Then Miss Spence said, in a favourable manner:

"Georgie Bassett, you may read your letter next."

The neat Georgie rose, nothing loath, and began: "Dear Teacher-----"

There was a slight titter, which Miss Spence suppressed. Georgie was not at all discomfited.

"' My mother says,'" he continued, reading his manuscript, "' we should treat our teacher as a friend, and so I will write you a letter.'"

This penetrated Penrod's trance, and he lifted his eyes to fix them upon the back of Georgie Bassett's head in a long and inscrutable stare. It was inscrutable, and yet if Georgie had been sensitive to thought waves, it is probable that he would have uttered a loud shriek; but he remained placidly unaware, continuing:

"'I thought I would write you about a subject of general interest, and so I will write you about the flowers. There are many kinds of flowers, spring flowers, and summer flowers, and autumn flowers, but no winter flowers. Wild flowers grow in the woods, and it is nice to hunt them in springtime, and we must remember to give some to the poor and hospitals, also. Flowers can be made to grow in flower-beds, and placed in vases in houses. There are many names for flowers, but I call them "nature's ornaments"------'"

Penrod's gaze had relaxed, dropped to his button again, and his lethargy was renewed. The outer world grew vaguer; voices seemed to drone at a distance; sluggish time passed heavily---but some of it did pass.

"Penrod.'"

Miss Spence's searching eye had taken note of the bent head and the twisting button. She found it necessary to speak again.

"Penrod Schofield.'"

He came languidly to life.

"Ma'am?"

"You may read your letter."

"Yes'm."

And he began to paw clumsily among his books, whereupon Miss Spence's glance fired with suspicion.

"Have you prepared one?" she demanded. *

"Yes'm," said Penrod dreamily.

"But you're going to find you forgot to bring it, aren't *
you?" * *

"I got it," said Penrod, discovering the paper in his *
"Principles of English Composition." *

"Well, we'll listen to what you've found time to prepare," she said, adding coldly, "for once!"

The frankest pessimism concerning Penrod permeated the whole room; even the eyes of those whose letters had not met with favour turned upon him with obvious assurance that here was every prospect of a performance that would by comparison, lend a measure of credit to the worst preceding it. But Penrod was unaffected by the general gaze; he rose, still blinking from his lethargy, and in no true sense wholly alive.

He had one idea; to read as rapidly as possible, so as to be done with the task, and he began in a high-pitched monotone, reading with a blind mind and no sense of the significance of the words. *

"'Dear friend,'" he declaimed. "'You call me beautiful, but I am not really beautiful, and there are times when I doubt if I am even pretty, though perhaps my hair is beautiful, and if it is true that my eyes are like blue stars in heaven---'"

Simultaneously he lost his breath and there burst upon * him a perception of the results to which he was being com- * mitted by this calamitous reading. And also simultaneous * was the outbreak of the class into cachinnations of delight, severely repressed by the perplexed but indignant Miss Spence.

Go on!" she commanded grimly, when she had restored order.

"Ma'am?" he gulped, looking wretchedly upon the rosy faces all about him.

"Go on with the description of yourself," she said, "We'd like to hear some more about your eyes being like blue stars in heaven."

Here many of Penrod's little comrades were forced to clasp their faces tightly in both hands; and his dismayed gaze, in refuge, sought the treacherous paper in his hand. What it beheld there was horrible.

"Proceed!" Miss Spence said.

"I-often think,'" he faltered, "'and a-a-tree-more thu-thrills my being when I recall your last words to me that last-that last-that----'"

"Go on.'"

"'That last evening in the moonlight when you--you--you--'"

"Penrod," Miss Spence said dangerously, "you go on, and stop that stammering."

"'You-- you said you would wait for---for years to---to to---to---'"

"Penrod!"

"'To win me!" the miserable Penrod managed to gasp. "'I should not have pre---premitted---permitted you to speak so until we have our---our parents' con-consent: but oh, how sweet it---'" He exhaled a sigh of agony, and then concluded briskly, "'Yours respectfully, Penrod Schofield.'"

But Miss Spence had at last divined something, for she knew the Schofield family.

"Bring me that letter!" she said.

And the scarlet boy passed forward between rows of *
mystified but immoderately uplifted children. *

Miss Spence herself grew rather pink as she examined the missive, and the intensity with which she afterward extended her examination to cover the complete field of Penrod Schofield caused him to find a remote centre of interest whereon to rest his embarrassed gaze. She let him stand before her throughout a silence, equalled, perhaps, by the tenser pauses during trials for murder, and then, containing
herself, she sweepingly gestured him to the pillory--- a *
chair upon the platform, facing the school. *

Here he suffered for the unusual term of an hour, with *
many jocular and cunning eyes constantly upon him; and,
when he was released at noon, horrid shouts and shrieks *
pursued him every step of his homeward way. For his laughter-*
loving little schoolmates spared him not---neither boy nor *
girl.

"Yay, Penrod!" they shouted. "How's your beautiful

hair?" And, "Hi, Penrod! When you goin' to get your parents'*
consent?" And, "Say, blue stars in heaven, how's your *
beautiful eyes?" And, "Say, Penrod, how's your treemores?"
"Does your tree-mores thrill your bein', Penrod?" And *
many other facetious inquiries, hard to bear in public. *

And when he reached the temporary shelter of his home,
he experienced no relief upon finding that Margaret was out
for lunch. He was as deeply embittered toward her as *
toward any other, and, considering her largely responsible *
for his misfortune, he would have welcomed an opportunity *
to show her what he thought of her. *

reality.

The following quotations help you understand the reading you completed. Each section has 1 or more quotations that refer to passages in the story which were marked with asterisks (*). Study a quote or quotes from each section. Follow directions on the Story/Quotation Worksheet

A MODEL LETTER TO A FRIEND

"Most powerful is he who has himself in his power." - Seneca

"It matters not how strait the gate
How charged with punishments the scroll,
I am the master of my fate
I am the captain of my soul."
W. E. Henley

"The reason why worry kills more people than work is that more people worry than work." - Frost

"Human kind cannot bear very much reality." - Eliot

Pick one or more quotations from each section

"The force of necessity is irresistible." - Aeschylus

"Not mine the saying is, but wisdom's saw; 'Stronger is naught than dread necessity.'" - Euripides

"Yet do I hold that mortal foolish who strives against the stress of necessity." - Euripides

"Necessity knows no shame." - Plautu

"Even the bravest are frightened by sudden terrors." - Tacitus

"Nothing is so rash as fear." -
Edmund Burke

"Fear, instead of avoiding, invites danger." - Lord Chesterfield

Pick one or more quotations from each section

"To the last moment of his breath
On hope the wretch relies'
And ev'n the pang preceding death
Bids expectation rise."
Goldsmith

"He that raises false hopes to serve a present purpose, only makes a way for disappointment and discontent."
Samuel Johnson

Pick one or more quotations from each section

"Men believe that willingly which they wish to be true" - Caesar

"The easiest person to deceive is one's self." - Bulwer-Lytton

"With how much ease believe we what we wish, Whatever is, is in its causes just." - Dryden

"Who hath deceived thee so often as thyself?" - Benjamin Franklin

"The easiest thing of all is to deceive one's self for what a man wishes he generally believes to be true" - Demosthenes

---

Pick one or more quotations from each section

"A wise man will be master of his mind, a fool will be its slave."
Publilius Syrus

"To relax the mind is to lose it."
Musonius

"Pain of mind is worse than pain of body." - Publilius Syrus

"When nature, being oppressed command the mind to suffer with the body."
Shakespeare
King Lear

"There is no expedient to which a man will not go to avoid the real labor of thinking." - Thomas A. Edison

"What is the hardest task in the world? To think." - Emerson

Pick one or more quotations from each section

"Society is now one polished horde form'd of two mighty tribes, the Bores and Bored." - Byron

"Description is always a bore, both to the describer and to the describee."
Benjamin Disraeli

"All men are bores, except when we want them." - O.W. Holmes

"Opportunity makes a thief." Bacon

"Let us snatch our opportunity from the day, my friends." - Horace

"Forewarned, forearmed; to be prepared is half the victory." - Cervantes

"He who is not prepared today, will be less so tomorrow." - Ovid

Pick one or more quotations from each section

"Bread of deceit is sweet to a man but afterwards his mouth shall be filled with gravel." - The Bible, Proverbs

"It may be true our joys are short-lived, but most of our griefs do not last long." - Vauvenargues

---

"Shame may be defined as pain, or disturbance in regard to bad things."
Aristotle

"Fear may be defined as a pain or disturbance due to a mental picture of some destructive or painful evil in the future." - Aristotle

"Deep in his heart boils over-whelming shame." - Vergil

Pick one or more quotations from each section

"The way to gain a good reputation is to endeavor to be what you desire to appear." - Socrates

"Your reputation is as the color of grass, which comes and goes and he discolors it through whom it came up fresh from the earth." - Dante

---

"We grow tired of everything but turning others into ridicule and congratulating ourselves on their defects."
Hazlitt

"There was a laughing devil in his sneer." - Byron

"Then comes the sad awakening, the pangs of deep regret." - Charles K. Harr

Pick one or more quotations from each section

"The suffering man ought really to consume his own smoke; there is no good in emitting smoke till you have made it into fire." - Carlyle

"People hate those who make them feel their own inferiority."
Lord Chesterfield

"Hatred is self-punishment."
'Hosea Ballou

"Most men learn wisdom from the fortunes of others." - Tacitus

"No man ever became great or good except through many and great mistakes."
Gladstone

APPENDIX VII

A Field Trip Check List

- I. Preparation
  - A. Teacher preparation
    - 1. Arrange through the building principal for the trip.
    - 2. Permission slips should be used to obtain written parental consent.
    - 3. Make preliminary survey, list situations and points of interest.
    - 4. Estimate length of time involved; also round-trip schedule.
    - 5. Make arrangements with authorities at destination.
  - B. Pupil preparation
    - 1. Arouse interest individually or in group - relate to units of work.
    - 2. Discuss in class the problems that the trip can help solve.
    - 3. Help pupils develop a purpose or purposes for the trip (contracts).
    - 4. Develop background by consulting reference materials.
    - 5. Assist pupils to pre-plan points to observe during the trip.
    - 6. Set up standards for safety and behavior.
    - 7. Give to pupils any materials that they can use during the trip.
- II. Actual Observation
  - A. Guide should be given clear idea of the purpose(s) of the trip (set of questions prepared jointly by teacher and pupils).
  - B. Pupils observe, and hear explanations, sketch, collect etc.
  - C. Question period should provide for individual questions from pupils to be answered by guide and/or teacher and pupils
- III. Follow through
  - A. Group discussion in classroom
    - 1. Critical evaluation should be made of the place visited.
    - 2. Incomplete or hazy understandings should be supplemented or corrected.
    - 3. New problems should be identified.
  - B. Creative projects
    - 1. Drawings, poems, stories, construction, bulletin - board displays, photographs, etc.

        should be an outgrowth of the trip (contract).
    2. Trip stimulus may provide open-ended situation.
- C. Tests for the following purposes: (may not always be warranted).
    1. Information gained, 2. attitudes formed, 3. generalizations made.
- D. Reports from pupils
    1. General reports about the trip may be made.
    2. Special features may be reported by pupils who had previously made the trip part of their contract unit.

IV. Evaluating
- A. Before the trip
    1. What assets lie in this experience?
    2. What plans must be made by teacher and pupils?
    3. Is there reading material on the levels of pupil taking trip?
    4. Is the time involved likely to prove worth the undertaking?
    5. What relationship can this trip have with other pupil experiences?
    6. What emotional effects is the trip likely to have on the pupils?
    7. Will the experiences be new to the majority of the class?
    8. Are there health or safety risks involved?
- B. After the trip
    1. Did the trip serve the purpose?
    2. Were attitudes affected in the expected manner?
    3. Did the trip stimulate the pupils into new activities?
    4. Did the trip develop in pupils a spirit of inquiry and curiosity?
    5. Has the trip had any final effect on pupil conduct and behavior?
    6. Could some more economic medium have been used as effectively?

Field Trips

To relate to other planned experiences or introduce a new experience to students.

Greenwich

1. Greenwich Board of Education, Havemeyer School Building
   Chairman of the Board
   Superintendent of Schools
   TO 9-9480

2. Greenwich Town Hall Annex
   1. Board of Health - TO 9-8800
   2. Board of Public Welfare
   3. Planning and Zoning Commission
   4. Public Works Dept.
   5. Recreation Board

3. Greenwich Police Department

4. Greenwich Fire Department

5. Greenwich Hospital

6. Greenwich Public Library

7. Conde Nast Publications

8. Montgomery Pinetum

9. Bruce Museum

10. Putnam Cottage

11. Mianus Filter Plant

12. Bush-Holley House

13. Audubon Nature Center

14. Mianus Gorge

15. American Felt Co.

16. Circuit Court
    Havemeyer Place
    Greenwich, Conn. TO 9-2077

17. Greenwich Chamber of Commerce
    109 Greenwich Ave., TO 9-3500

18. State National Bank of Commerce
    Greenwich Trust Company
    240 Greenwich Ave., TO 9-7200

19. Palmer Engines
    Cos Cob, Conn.
    Contact: Mr. Gerli

Stamford

20. Stamford Museum and Nature Center

21. Pitney Bowes, Inc.
    69 Walnut St.,

22. Liggett Drug Co.
    306 Stillwater Ave.

23. Barnes Engineering Company
    Commerce Road

24. American Chemical Society
    Education Committee
    1936 West Main St.
    Science speakers for classrooms

25. American Cyanamid
    Contact: Bruce Watson, Dir. of Pub. Rel.

26. Juvenile Court (Stamford)

27. Phillips Laboratories
    Glenbrook

Connecticut

28. Pepperidge Farms
    Norwalk, Conn.

29. Barnum Institute of Science and History
    Bridgeport, Conn.

30. Yale University - Peabody Museum of Natural History
    New Haven, Conn.

31. Mystic Seaport
    Mystic, Conn.

32. State Library and Supreme Court Building
    Capitol Building
    Hartford, Conn.

New York

33. Sunnyside
    Restored Home of Washington Irving
    Tarrytown, N.Y.
    Group Rates

34. Atomic Power Exhibit
    Con. Edison Co.
    Peekskill, N.Y.

35. Westchester County Airport
    Town of Rye, N.Y.

36. West Point

37. Kennedy Airport

New York City

38. New York Telephone Company
    Program Bureau
    221 E. 37th St., Rm 756
    New York 16, N.Y.
    Trained speakers for classrooms or general assembly program

39. American Museum of Natural History
    79th St. & Central Park West, N.Y.C.
    TR 3-1300, Ext. 342
    Free - Open weekdays 10 - 5.

40. The Cloisters
    Fort Tryon Park
    Riverside Drive, 190th and 200th Sts., N.Y.C.
    WA 3-3700
    Free - Open Tues.-Sat., 10 - 5.

41. Hayden Planetarium
    Central Park West at 81st St., N.Y.C.
    TR 3-1300, Ext. 343
    Admission - .50¢ Mon.-Fri. 2 - 3:30

42. Metropolitan Museum of Art
5th Ave., at 82nd St., N.Y.C.
TR 9-5500, Ext. 458
Free - Mon.-Fri., 10 - 5.

43. Museum of the City of N.Y.
5th Ave., at 103 St., N.Y.C.
LE 4-1672

44. Museum of Modern Art
11 West 53rd St., N.Y.C.
CI 5-8900
Open 11:-6:00, Mon.-Fri.
Admission .25¢

45. New York Stock Exchange
20 Broad St., N.Y.C.
Open 10:-3:30 p.m., Mon.-Fri.

46. United Nations
First Ave., between 42nd & 48th Sts., N.Y.C.
Guided Tour - Students .50¢, 9:00-4:45 daily

47. Chase Manhattan Bank Museum of Moneys of the World
1254 Avenue of the Americas, RCA Bldg.
Free, Mon.-Fri., 10 - 5 p.m.

48. Port Authority Bus Terminal
8th Ave. at 41st St., N.Y.C.

49. Town Hall
113 West 43rd St., N.Y.C.
JU 2-4536

50. New York Public Library
5th Ave., at 42nd St., N.Y.C.

51. New York Coliseum
Columbus Circle at 59th St., N.Y.C.

52. Guggenheim Museum
Fifth Ave., at 89th St., N.Y.C.
Tues.-Fri., 10 - 6 p.m.
Admission - .50¢

53. New York Botanical Gardens
Bronx Park (near 200th St.)
LU 4-8500
Open 10:- 5 daily

54. National Broadcasting Company
RCA Bldg., Rockefeller Center
Guided Tours of studios 9:00 a.m.-10:00 p.m.
Special rates for groups

55. Metropolitan Opera House
Broadway, 39th to 40th St., N.Y.C.
PE 6-1210

56. Madison Square Garden
50th St., & 8th Ave., N.Y.C.
CO 5-6811

57. Philharmonia Hall
Lincoln Center
Broadway at 65th St., N.Y.C.

58. Gallery of Modern Art
Columbus Circle at 59th St., N.Y.C.

59. Carnegie Hall
154 West 57th St., N.Y.C.
CI 7-7460

3

APPENDIX VIII

PROGRAM IN AMERICAN HISTORY FOR THE SLOW AND ALIENATED LEARNERS

Individual Development Program
Year II
("grade 8")

MAJOR OBJECTIVES IN STUDYING AMERICAN HISTORY

1. To recognize history as a background for life today.

2. To relate one's self to the historic progress of events.

3. To view history as the product of human endeavor.

4. To see history as a progression of related and resultant events.

5. To appreciate the relation between physical environment and human progress.

6. To develop an understanding and appreciation of democratic principles.

7. To understand one's responsibilities to the nation and the world community of man.

8. To develop pride in the United States and its history.

9. To develop study skills, especially those related to the simpler processes of learning.

SPECIAL CONSIDERATIONS

1. History should be taught as a discrete body of material to be valued as an important element in understanding one's self in relation to the events of the past.

2. Since history is an accumulation of human activities---cultural, economic, political, scientific, etc., the possibilities of correlating history with the other areas being taught should not be overlooked. Such correlation will enhance the study of history, but perhaps more importantly it will place the study activities of other areas into a context which will give them much more meaning for the student. A reading of one of the Canterbury Tales in English class obviously is best scheduled while the class is studying the medieval period in history.

3. The informational or factual approach to history is unsatisfactory with slow learners because it assumes that a high degree of motivation and retention is already present in the students.

4. Selection of colorful, varied, relatively uncomplicated material which will illuminate the major concepts for each unit will hopefully make the unit more meaningful to slow learners. For example, the basis for a study of the Age of Exploration could be the figure of Christopher Columbus about whom there is a variety of information on all reading levels; or the study of colonial crafts might serve as the major emphasis for a unit on Colonial America.

5. There is much advantage in frequent discussions of the learning process, i.e. "How will we find out about indoor lighting in colonial homes"?, "What did we learn from Jack's report on the 'Wilderness Road'"? or "What will be the best way to review for the quiz on the Declaration of Independence"? These encourage the students to take more responsibility for learning the material.

6. Hold the class to certain simple, agreed-upon standards for their work--the proper heading on all papers, proper use of their notebooks, always having a sharpened pencil in class,etc

7. There should be a systematic approach to vocabulary building throughout the year. A suggested method is to have each student create his own dictionary of new words as the year goes along using a section of a loose-leaf notebook with a page for each letter of the alphabet.

8. It is necessary to work at a very slow pace with much repetition and review and with approval for small successes along the way.

THE CURRICULUM

The units which follow represent the coverage given to American History in the 8th grade as currently prescribed in Greenwich. While the aims and concepts for each unit are similar to those used in all classes, the suggested approaches, activities, and materials represent an adaptation to the special needs and abilities of the slow learner.

* Introductory Unit - Orientation to the Study of History

* Unit One - European Backgrounds

Unit Two - The Discovery and Exploration of the New World

Unit Three - The Colonization of the Americas

Unit Four - Americans Achieve Independence from Europe

Unit Five - The United States Establishes a Government

Unit Six - The Government is Strengthened

Unit Seven - The United States Expands to the Pacific

Unit Eight - Sectional Differences Produce Civil War

* These units completed. Subsequent units are under development and would be modeled after the examples in Introduction and Unit I.

Introductory Unit

A brief orientation unit to help establish the purposes for the year. The importance of this unit will be enhanced if reference is made to the content of it from time to time throughout the year, since this unit provides the basis for all succeeding units.

Aims:

1. To recognize the value of the study of history.
2. To discover the special techniques of historians.
3. To point out the skills to be cultivated in the study of history.
4. To help the student recognize his own personal involvement in the study of history.

Important Concepts:

1. History is the study of human activities and experiences usually organized chronologically to indicate causal relationships.
2. In history we can see the shaping of the events that affect us today.
3. Historians are detectives of a sort, using special techniques to uncover and analyze material.
4. Success in studying history depends upon the acquisition of certain skills and techniques and the proper use of available material.

Suggested Activities:

1. Each student writes a brief personal history.
2. Discuss different kinds of history: geological, biological, political, personal, etc.
3. Each student brings in news items to illustrate that each event is a product of past events.
4. Use the quotation "What is past is prologue." as the basis for a discussion.

5. List the sources of historical information.

6. Discuss the work of biographers, archeologists, antiquarians.

7. Discuss the resources of museums, libraries, restorations.

8. Introduce some of the books to be used during the year.

9. Discuss other sources of historical information available to the class.

10. Visit the school library to have the librarian point out the shelves that deal with history and biography. Librarian might also review the use of reference books. Students could be provided with an annotated list of the reference books available and their location in the library.

11. Discuss classroom procedures and practices, keeping of notebooks, developing vocabulary books, etc.

12. Present an outline of the year's work. Suggest that class start a collection now of articles and pictures for each of the future units.

UNIT ONE - European Backgrounds

A study of the setting from which the explorers and settlers of the New World emerged.

Aims:

1. To understand the conditions in Europe which led to the Age of Exploration.

2. To learn of our heritage from this period.

3. To appreciate the problems of an age of little education, poor transportation and communication, disorganized governments, and almost constant warfare.

4. To discover the limitations of a stratified society.

5. To recognize the powerful influence of religion during this period.

(Aims continued on next page)

6. To learn of the daily lives of a people handicapped by ignorance.

7. As a result of the above aims, to gain a greater appreciation of the advances man has made in modern times and of the necessity for maintaining those values today which contrast so strongly with life in medieval Europe.

Important Concepts:

1. Most of the factors which insure progress, i.e. stable governments, peace, exchange of ideas, etc., did not exist during the Middle Ages.

2. Religion was a powerful influence in shaping great historic events as well as the lives of the people.

3. The nature of the cultural and artistic achievements was directly related to the contemporary social forces.

4. The feudal system with its stratified society provided protection in an age of insecurity.

5. The Renaissance, the result primarily of economic factors as trade increased following the Crusades, affected all aspects of life -- social, political, scientific, cultural, etc.

6. The people who explored and settled the New World were products of Renaissance society and culture.

Suggested Activities:

1. Readings by students for information:
    Sobol - The First Book of Medieval Man
    Black - Castle, Abbey and Town
    Hartman - Medieval Days and Ways
    Tappan - When Knights Were Bold
    Buehr - Chivalry and the Mailed Knight

    The reading level in these books is fairly low. These titles also appear in the annotated book list at the end of this unit.

(Suggested Activities continued on next page)

2. Topics for individual research:
    - Crusades
    - Heraldry
    - Chivalry
    - Islam
    - Reformation
    - Life on a Manor
    - Castles
    - Medieval Weapons
    - Gothic Architecture
    - Renaissance

3. Topics for biographical sketches:
    - Chaucer
    - Charlemagne
    - Joan of Arc
    - Michelangelo
    - Mohammed
    - Marco Polo
    - Richard the Lionhearted
    - Copernicus
    - Leonardo da Vinci
    - Martin Luther
    - Francis of Assisi
    - Dante

4. Reading aloud by the teacher;

    Williams - Joan of Arc - This moving story read aloud a chapter at a time with the students following Joan's progress on a large map can be a worthwhile experience.

    Chaucer - Canterbury Tales - Several of these as retold in prose by the Hieatts are excellent when read aloud and discussed.

5. Titles for student maps:
    - The Routes of the Crusaders
    - The Islam World
    - Europe at the Time of Charlemagne
    - Overland Trade Routes to the Orient

6. Reproductions of Medieval and Renaissance Art as well as photographs of cathedrals and castles may be borrowed from the Art Dept. Picture Files in the Havemeyer Bldg. for bulletin board displays.

7. Models and diagrams of castles and siege weapons.

8. Students might like to make their own coats-of-arms, shields, pennants, and banners to decorate the classroom. Either authentic heraldic designs or imaginary ones might be used.

Books:

Black, Irma Simonton, Castle, Abbey and Town, Holiday House, 1963. 101 pp. Ages: 9-12, $2.95.
Interestingly written, some chapters in story form.

(Books continued on next page)

Boardman, Fon W. J., Castles, Henry Z. Walck, Inc., 1957. 99 pp. Ages: 8-12, $3.50.
Stories of the great castles of Europe, illustrated largely with photographs taken by the author.

Brooks, Polly S. and Walworth, Nancy Z., The World Awakes, J. B. Lippincott Co., 1962. 217 pp. Ages: 12-16.
The text is difficult but the pictures make an acquaintance with this book worthwhile.

Buehr, Walter, Chivalry and the Mailed Knight. G. P. Putnam's Sons, 1963. 85 pp. Ages: 8-12. $3.00
The many illustrations by the author are excellent. There is also a helpful glossary at the end of the book.

Buehr, Walter, The Crusaders, G. P. Putnam's Sons, 1959. 90 pp. Ages: 8-12, $3.00
This is more detailed than most slow-learners will find palatable, but good for someone who is really enthusiastic about the Crusades.

Chaucer, Geoffrey, The Canterbury Tales, Golden Press, Inc. 1961. 139 pp.
An excellent retelling in prose by A. Kent and Constance Hieatt of a selection of the famous tales with appealing illustrations by Gustaf Tenggren.

Hartman, Gertrude, Medieval Days and Ways, The Macmillan Co., 1937. 328 pp. Ages: 10-16.
A more mature approach in a book replete with contemporary drawings and wood-cuts as well as examples of poems, ballads, and stories along with other first-hand accounts that have come down through the years.

Horizon Magazine Editors, The Horizon Book of the Renaissance, American Heritage Publishing Co., Inc., 1961, 415 pp. Adult.
An oversized book generously illustrated with beautiful reproductions and colored photographs. Should be available in the room for browsing.

Price, Christine, Made in the Middle Ages, 1961, and Made in the Renaissance, 1963, E. P. Dutton and Co., Inc., both 115 pp. Ages: 12 up.
Both books are useful primarily for the innumerable sketches and illustrations that decorate almost every page. Everything covered from furniture to jewelry.

Shapiro, Irving, The Golden Book of the Renaissance, Golden Press, Inc., 1962. 165 pp.
A young people's version of the Horizon Book with many of the same beautiful reproductions with some historic background.

Sobol, Donald J., The First Book of Medieval Man, Franklin Watts, Inc., 1959. 63 pp. Ages: 8-12.
Simple, clear explanations of most phases of medieval life.

(Books continued on next page)

Books (cont.):

Sterne, Emma Gelders and Lindsay, Barbara, King Arthur and the Knights of the Round Table, Golden Press, Inc., 1962. 140 pp.
A retelling of the Arthurian legends, beautifully illustrated by Gustaf Tenggren.

Tappan, Eva March, When Knights Were Bold, Houghton Mifflin Co., 1911. 365 pp. Ages: 11-15. $4.00
Despite the publication date, this still has a strong appeal for young readers. It is a lengthy book, but slow readers may choose chapters that sound most intriguing, such as "The Knight's Arms and Armor", "Jousts and Tournaments", or "How to Capture a Castle." Illustrations from old prints and wood-cuts add to its authenticity.

Tucker, Ernest E., The Story of Knights and Armor, Lothrop. Lee and Shepard Co., Inc., 1961. 214 pp.
Stories, simply told, of medieval figures with an emphasis on informative background material.

Walsh, Richard J., Adventures and Discoveries of Marco Polo, Random House, 1953. 177 pp.
One of the Landmark Books, based on Polo's own book with direct quotations from it.

Williams, Jay, Joan of Arc, Harper and Row, 1963. 155 pp.
A Horizon Carav l Book, beautifully illustrated with the compelling story of Joan clearly and excitingly told.

Picture Sets:

Knighthood and The Middle Ages, Informative Classroom Picture Publishers, $2.95.
Two sets of black-and-white pictures which can be used with the opaque projector or mounted on the bulletin board.

Set of Mounted pictures may be requested from the Art Department in the Havemeyer Bldg.

Films: (available through the Instructional Materials Center)

Chaucer's England - color - 30 min.
Crusades - b&w - 32 min.
Medieval World - color - 10 min.
Renaissance - color - 10 min.
Renaissance, Its Beginnings in Italy - color - 26 min.

PROGRAM IN SOCIAL STUDIES FOR THE SLOW AND ALIENATED LEARNERS

Individual Development Program

Year I
("grade 7")

*1. Major Aspects

*2. Unit One - Greenwich, Connecticut

3. Unit Two - Connecticut, U.S.A.

4. Unit Three - Northeastern United States

5. Unit Four - Southern United States

6. Unit Five - Western United States

7. Unit Six - Pacific Coast United States

8. Unit Seven - Review of the United States

9. Unit Eight - Our Earth

10. Bibliography

* All of the units have been completed. They are modeled after units I and II, but are not presented to conserve space.

Major Concepts in the Development of the I.D.P. Social Studies Program

	MAJOR CONCEPTS BASIC TO AN UNDERSTANDING OF HUMAN RELATIONSHIPS	INDIVIDUAL RESPONSIBILITIES	KEY WORDS
1.	People work to satisfy their needs and desires.	To learn to work individually and together; to harmonize differences to satisfy our needs and to conserve human resources.	Initiative, Production; Performance; Preparation; Similarity of Students to all people.
2.	People's ways of living are conditioned by their natural environment.	To learn to conserve our natural resources and to adapt ourselves better to our natural environment.	Adaption and Conservation
3.	People become social through group life and shared experience.	To learn to live together harmoniously in all groups, small and large. Individuality is enhanced by giving up some rights to others.	Interdependence and Cooperation.
4.	People strive through laws and organizations to gain justice and security.	To practice democracy and to defend it everywhere in order to maintain and strengthen it.	Democracy
5.	People have struggled through the ages to achieve a better life.	To learn to work for a better life and for a united democratic world.	Social, Cultural, Political Development, Progress

Unit One - Greenwich, Connecticut

Aims and Objectives

1. An understanding of the favorable aspects of topography and climate in the Town of Greenwich.
2. A knowledge of the many occupations by which the people in the Town of Greenwich earn a living.
3. A knowledge of the General Government of the Town of Greenwich.
4. A knowledge of the social and cultural facilities and activities of the people in the Town of Greenwich.
5. An understanding of the work being performed by the various public works departments in the Town of Greenwich.
6. An appreciation and knowledge of the responsibilities of the various departments of public safety in the Town of Greenwich.
7. An understanding of the role played by the public schools in the Town of Greenwich.
8. An understanding of the activities of the health services in the Town of Greenwich.

Topical Outline of Unit

1. Topography
2. Climate
3. Occupations
4. General government
5. Recreation, libraries and museums
6. Public Works Department
7. Public Safety Department
8. Public Schools
9. Health Services
10. Public Welfare

Materials of Instruction

1. Maps of Greenwich, Connecticut
    a. wall
    b. desk
    c. street map
    d. wall outline maps
    e. desk outline maps
    f. transparencies - maps

2. 2 x 2" Slide Sets
    a. Birds
    b. Business Scenes of Communities
    c. Churches
    d. Fire Department
    e. Housing
    f. Industry
    g. Institutions
    h. Police Department
    i. Schools
    j. Parks, Recreation
    k. Thru-way Construction
    l. Town Government - Administration
    m. Town Service and Utilities - Public Works Department
    n. Transportation

3. Pamphlet - "Our Town Government is in Your Hands; A Voter's Handbook;" League of Women Voters, Greenwich, Conn. 1962.

4. Extracts from pamphlet - "Greenwich Through the Looking Glass." The Board of Estimate and Taxation, Greenwich, Conn. 1962.

5. Reference Materials:
    a. Colliers' Encyclopedia p. 368
    b. Encyclopedia Americana p. 440 - 441
    c. Encyclopedia Britannica p. 864 - 865
    d. World Book Encyclopedia p. 379

6. Utilization of Town personnel

7. Utilization of resource people - occupations

8. Greenwich Time Newspaper

9. Chart-Organization of Greenwich Town Government

10. 16mm film - Greenwich Point

Pupil Activities

1. Map study - Topography
2. Map study - location of key areas; Town Hall, etc.
3. Map study - draw maps of community.
4. Construct relief maps of community.
5. Interviews with members of the community.
6. Read pamphlet "Our Town is in Your Hands".
7. Read dittoed extracts from pamphlet "Greenwich Through the Looking Glass".
8. Individual written reports concerning one phase of Greenwich Life.
9. Individual oral reports concerning one phase of Greenwich Life.
10. Brief written paragraphs concerning 2 x 2" slide sets utilized in class.
11. Discussion of 2 x 2" slide sets after viewing.
12. Read and discuss Greenwich Time newspaper
13. Field Trips to the following areas:
    a. Town Hall and Annex
    b. Bruce Museum
    c. Board of Education
    d. Greenwich Library
14. Reports concerning each of above trips.
15. Discussion of Organizational Chart of Town Government.
16. Culminating activities: (combining oral and written projects, drawing charts, making projects).
    a. "Where do I fit into the overall picture of My Town?"
    b. "How am I like all other students in the Town of Greenwich?"

c. "How can I help to conserve the natural resources of the Town of Greenwich?"
d. "Of what benefit is it to us and our community to have laws and town organizations?"
e. "Why must we give up certain individual rights for the benefit of others in our community?"
f. "How are we dependent upon others in our community for the necessities of life?"

Unit Two - Connecticut, U.S.A.

Aims and Objectives

1. An understanding and appreciation of the heritage of Connecticut.
2. A knowledge of the physical features of Connecticut.
3. A knowledge of how Connecticut people make their living.
4. A knowledge of the cultural life of Connecticut.
5. A knowledge of the organization of the state government of Connecticut.
6. A understanding and appreciation of how the State of Connecticut serves its citizens.
7. An understanding and appreciation of what the citizen owes his state.

Topical Outline of Unit

1. The Heritage of Connecticut
    a. Topography and Climate.
    b. The development of government in Connecticut.
    c. The Constitution of Connecticut.
    d. Some important events in early Connecticut history.

2. A glance at Connecticut today
    a. The people of Connecticut.
    b. How Connecticut people make their living.
    c. The cultural life of Connecticut.

3. County Government in Connecticut

4. Organization of the State Government
    a. The Legislative Branch - The General Assembly
    b. The Executive Branch
    c. The Judicial Branch

5. How the State serves its citizens
    a. Education
    b. Protection of Life and property
    c. Helping the handicapped
    d. Protection of health
    e. Recreation and conservation
    f. Transportation
    g. Regulation of business
    h. Protecting the interests of labor
    i. Helping agriculture

6. What the citizen owes his state
    a. Political activities
    b. Jury service
    c. Holding public office
    d. Taxes
    e. Other phases of good citizenship

Materials of Instruction

1. Maps of Connecticut
    a. Wall
    b. Desk
    c. Wall outline maps
    d. Desk Outline maps
    e. Transparencies - maps

2. 16mm film - Connecticut

3. Pamphlet - "An Outline of Government in Connecticut", Connecticut General Assembly, 1959.

4. Extracts from book - "Connecticut - The State and Its Government".

5. Reference materials:
    a. Colliers' Encyclopedia
    b. Encyclopedia Americana
    c. Encyclopedia Britannica
    d. World Book Encyclopedia

6. 16mm film - Northeastern States
7. Filmstrip - Connecticut River
8. Filmstrip - Introduction to New England
9. Filmstrip - New England States - Industry
10. Filmstrip - New England States - Seacoasts, Shipping and Fisheries
11. Filmstrip - New England States - Villages, Towns and Cities
12. 2 x 2" slides - New England History
    a. Mystic
    b. Sturbridge
13. Materials from Chamber of Commerce, Connecticut State Department.

Pupil Activities

1. Map study - topography and climate.
2. Map study - location of counties, cities, towns, rivers.
3. Map study - draw maps of state, including counties, cities, rivers, products, industries.
4. Construct relief map of state.
5. Read pamphlet - "An Outline of Government in Connecticut".
6. Read extracts from book - "Connecticut - The State and Its Government".
7. Answer and discuss questions from dittoed sheets related to above-mentioned book.
8. Individual written reports concerning one phase of Connecticut life.
9. Individual oral reports concerning one phase of Connecticut life.
10. Write letters to Chamber of Commerce, State Department.

11. Discussion before and after film - Connecticut.

12. Discussion before and after film - Northeastern States.

13. After viewing the following filmstrips, students are to answer specific questions concerning sections of these filmstrips:
    a. Connecticut River
    b. Introduction to New England
    c. New England States - Industry
    d. New England States - Seacoasts, Shipping, Fisheries
    e. New England States - Villages, Towns and Cities

14. Field trip to Mystic.

15. Show 2 x 2" slides on Mystic - preparation before field trip.

16. Individual written and oral reports on Mystic before taking field trip.

17. Individual written and oral reports on Mystic after taking field trip.

18. Culminating activities - (combining oral and written projects, drawing charts, making projects)
    a. "How does the State serve me?"
    b. "How can I serve my State?"
    c. "How am I a part of the State of Connecticut?"
    d. "Why must we give up certain individual rights for the benefit of others in our State?"
    e. "How are we dependent upon others in our State for the necessities of life?"
    f. "Of what benefit is it to us to have state laws and a state government?"

PROGRAM IN ENGLISH FOR THE SLOW AND ALIENATED LEARNERS

Individual Development Program
Year I
("grade 7")

1. Introduction

2. General Aims and Objectives

3. Curriculum

*4. Unit: Folklore - Aesop's Fables

5. Unit: Folklore - Paul Bunyon

6. Unit: Short Paragraph Study via. Newspaper

*7. Unit: Observation (Differences among similarities)

8. Unit: Short Excerpt from Mark Twain (How Tom Sawyer Whitewashed the Fence)

9. Bibliography

* These units have been developed but are excluded to conserve space.

INTRODUCTION

In an attempt to define the special needs of the students, to set up general aims and overall goals, and to evaluate the overall English program, special consideration and attention has been given to content, methods and processes, by which the students become enmeshed with various reading skills and related thought processes. Their inability to get overall meaning from any written material is severly limited by narrow thinking processes and poor reading skills. Therefore an expansion of horizons and encouragement of critical thinking and self expression is requisite within the structured curriculum, in addition to improvement of reading and practical communication skills.

A deficiency in one particular area is usually related to deficiencies in all. Since our most important objective is the improvement of communication skills through reading, thinking, speaking and writing, it appears that a multiple approach to their problems is necessary. Drills, exercises and mechanics of reading skills are described as needed, but are secondary to activities which involve thinking, reading, and, above all, self expression.

The students included in this group have demonstrated that they can grasp and learn material if it is taught to them on their level. All types of methods and materials have been used with them in an attempt to discover what is most successful, appropriate and useful for them and the teacher. Obviously they have not mastered such concepts, as the ability to come to complex conclusions and make complex judgments. Efforts have been made to draw them away from meaningless drill, grammar, and other activities that do not seem to "make sense" and have little application to experience in their frame of reference. Instead, we have tried in various ways to introduce them to interesting situations where they commit themselves to various elements and work with them. In other words, they are asked to react to stimuli naturally rather than being expected to reflexively repeat elements contained within an artificial situation (develop an emotional, then intellectual commitment).

The attempt to involve the pupil in the lesson is demonstrated in the following units. In addition it should be noted that constant review and application is necessary to reinforce the stressed ideas. This takes much time but the fact that they are learning a few "important" things well is the most valued consideration.

GENERAL AIMS AND OBJECTIVES

1. To develop basic skills in reading and communication and understanding, that will develop the student's facility for original oral and written expression and communication.

2. To foster skills and interest needed for their own reading enjoyment.

3. To build the foundation for critical thinking.

4. To advance the student from where they operate to a point where he can eventually function and produce in the average classroom, if able.

CURRICULUM

Traditional Skills*

1. Mechanics
2. Grammar
3. Composition
4. Reading Skills
5. Listening and Speaking Skills
6. Outlines and Reports
7. The Processes of Thinking (Observe, analyze, compare, interpret, judge etc.)
8. Use of reference materials.

Content

1. Original writings, literature.
2. Original contemporary materials, communication media.
3. Recordings of events, occurrences, dramatizations.
4. Other useful, meaningful materials of quality.

*These areas, if detailed here, would be essentially in accord with common understanding of them.

UNIT TWO: Folklore - Paul Bunyon

General Aims and Objectives

1. To aid students to recognize folklore as a representation of the American tradition.

2. To bring the students to a realization of the difference between fact and fable.

3. To interest students in American History.

4. To make value judgments.

5. To interest students in this type of reading

Specific Aims

1. To enable the students to understand the literal meaning of expressions. Example: Paul Bunyon, in darkness, took his ax to break the dawn, i.e., daybreak.

2. To understand the use of exaggeration in folklore/or to understand why the tales have become exaggerated.

3. To observe the growth and development of a figure in our American tradition.

4. To introduce the students to the fact that all peoples and cultures have customs and traditions -- and use Paul Bunyon to illustrate:
   a. How character emerged.
   b. Why?
   c. What place today?

5. To induce the students to pay close attention to detail (necessary as humor or exaggeration is lost).

6. To draw conclusions (What kind of person was Paul?)

7. To make comparisons:
   a. Like
   b. Fantasy
   c. Possible
   d. Impossible.

8. Vocabulary and spelling, reading, writing.

Materials

1. Collection of short episodes from Paul Bunyon's life - by Glen Rounds
2. "The True Story of Paul Bunyon" - taken from folklore anthology.
3. Map showing origin of other folklore characters.
4. Mobile - 10 characters.
5. Several books available.
6. Pictures.

Methods Used

1. Introduction to American folklore (record)
2. Silent and oral reading
3. Oral character sketch
4. Oral setting sketch
5. Written questions on materials
6. Word analysis - Lists of expressions from story passed out. Students give individual word analysis and they give meaning of expression. Example: Daybreak
7. Drawings by class. Students asked to analyze others.

Evaluation

1. Interest maintained due to content itself; i.e., identification with hero. Good as material to begin year's study.
2. Expressions and word usage effective. Humor in story makes this funny.
3. Verbal analysis of "good guy" hero well done in almost all cases -- some students lacked insight as to basic origin, but did like and understand character himself.
4. Students had difficulty in seeing Paul as a mythical creation. They wanted to see him as a "real live" hero.
5. Over-exaggeration appealed to them. They wanted more.

UNIT THREE:Short Paragraph Study via Newspaper

General Aims

1. To demonstrate to students that the newspaper is readable and interesting.

2. To introduce students to various parts of the newspaper.

3. To enable the students to express themselves correctly in a unified way (by paragraph).

4. To introduce the students to the paragraph as a part of composition.

5. To force students to approach ideas in an organized way; i.e., to see things as all relating to a single idea.

Specific Aims

1. To bring students to understanding of structure and composition of paragraph.

2. To study the newspaper paragraph as a reflection of structure.

3. To become used to talking before a group of listeners.

4. To improve listening habits.

Materials

1. Newspaper (Local: as easier to read and quality similar)

2. Excerpts - mimeo - from newspaper.

3. Mimeo sheets - paragraph examples.

Process

1. Motivation (Scavenger Hunt) 1st Lesson.
   Take out examples of all parts of newspaper and tack on colored paper. Tack on board and all numbered. There can be between 50 and 100 items. Students are given differing unnumbered lists of items on sheets of paper which have to be matched to numbered items on board. This promotes reading or "skimming" of all items.

2. Read part of the newspaper in class orally--front page--to simply learn about one event that they are familiar with.

3. Take lead paragraph from article(s) read on the previous day. Mimeograph. Ask students to identify the following elements found within: why, why, when, where, how -- on same sheet.

4. Students write up a single event, happening in class using the above questions to guide them. Little orientation was used for this. Have them read immediately in class so the verbal expression can be heard by all. This will illustrate merits and adequacies to all. Individuals will be able to 'hear' errors better than they can see them. Discussion follows. This activity can be repeated several times.

5. Collect all paragraphs and have some reprinted, and redistribute one or two copies to all. Try to choose one that has merit but contains errors that can be easily identified. Discuss for a few minutes and have the entire class rewrite for correction.

6. Students are given several paragraphs and asked to indicate from a few given answers the one that most indicates what the paragraph is about. Correct and return. Be sure to discuss the most generally occurring and common errors, and the reason for their occurrence.

7. This is always done first. Students are given 20 fairly simple, sample paragraphs, spread over several class periods, and are asked to write the main thought or title them on paper in six words or less. Students can later be asked for this -- write them on board. Have them, on paper, choose the most appropriate one and explain why in two or three complete sentences.

8. Oral paragraph presentations by teacher. Ask students to jot down quickly three facts: who, when, what? Correct together and check orally.

9. Students have continual practice in class of writing up a short paragraph consisting of five to ten short, simple sentences. Topics best suggested by teacher in class, such as one particular experience that is common to all involved. A topic chosen could be,

"My First Day at Central Junior High School", or, "One Reason Why English is my Hardest Subject." These can then be done in class by now fairly successfully as students have had some practice in class. Teacher checks and helps individuals. Again these can be orally presented. Listening can also be checked by requiring students to note prevailing idea: who, what, when?

10. Vocabulary and spelling.

Evaluation

1. Progress was noted in student's personal expression in paragraph as a unit. Them seem to do this well when limits were set as to a particular idea or area; i.e., single topic. When a large area was considered, "Any Hobby," etc., they had extreme difficulty in confining themselves to one aspect or area of it. This is why it seemed necessary to structure the consideration.

2. Sentence structure improved.

3. Presentation through newspaper was enjoyed by all. Presentation through an institution seemingly outside the school made it appear more important and interesting. Materials that are tangible, useful or important outside the academic situation usually appear more "important" to students and therefore a better or more useful vehicle to reach conventional ends.

4. The experience, as introduction to the parts of the newspaper, was successful insofar as it made them aware that there are other parts in the paper other than pictures and colored comics. Peanuts can be used in fables and folklore and compared. In most cases the students simply are not yet "interested" or "motivated" or "old enough" to work thoroughly with a newspaper, but segments can be used if it fits, or can be introduced into their background of experience.

5. Invert sentence order of paragraph that has time order included or an obvious development. Have students rewrite in logical order.

UNIT FIVE: Short Excerpt from Mark Twain (How Tom Sawyer Whitewashed the Fence).

General Aims

1. Reading enjoyment
2. To introduce students to Twain as an American author.
3. To make students aware of a human experience.
4. To introduce to humor in literature.

Specific Aims

1. To develop an understanding of Tom Sawyer and his motivation.

2. To study new vocabulary and spelling.

3. To read for specific meaning, comprehension, interpretation, etc.

Motivation

1. Introduction to Twain and story by way of extensive board display of scenes of Twain's (river boat - Mississippi River) students are asked to write what kind of place they think this is from display. Usually a fairly accurately compound is developed.

2. Introduction is ended here except to say that the author wrote against this background.

Material

1. Copy of story

2. Pictures for board display

3. Map of U.S. this time.

Methods

1. Vocabulary list given out.

2. Story is all read orally, slowly and only do one-half or less first day. Short written questions are passed out, completed and corrected together in class.

3. Story finished in second class.

4. In order to have student reread the story without redoing it orally or silently, assignment is made as follows: Write in a time order in completed sentences the way Tom considered his job of whitewashing the big fence.
   Example: At first Tom wanted to do his job, but then, after his first swipe at it, he knew it was a big job. Have students check this in class.

5. Examination of the reason's for Tom's change in attitude. This can be done by reading the previous assignment in class. (List of changes in time order) and asking students to number each one you read and give two written reasons for the change in attitude. Some of the reasons will have to be inferred because all were not stated in the text of the story. Structure for students so that they will understand the perspective of the task and consider carefully.

6. Description read by teacher of two other characters in story - Jim and Ben - and have them tell which one. This can be done several times with different quotations.

7. Ask two students to thoroughly reread part of selection in which Ben makes believe he is a big steamboat. Have them take their parts - Tom's and Ben's and act it out in class. Discuss why Ben chose to do this and why Tom reacted the way he did. This could also be further explored by short paragraph if teacher feels this is not too difficult. Also have them explain why this is funny. This takes time for them.

8. Vocabulary and spelling reviewed and tested.

9. Ask students to write a composition before story is begun answering the following question:
   What would you do if you had to paint a fence that was 9 feet high and 30 feet long?

Evaluation

1. Students liked story because of humor, but more fascinated by fact that Tom had "tricked" or "pulled a fast one."

2. At times had difficulty with vocabulary and style.

3. Had difficulty pin-pointing why Tom changes his attitude or plans although they thought they "knew it." This can be solved to an extent by giving and doing with them several examples and showing step by step how this is done.

4. Many times they failed to appreciate funny situations. This seemed to be due to a basic inability to visualize or picture the situation although they did "identify" or "relate" to Tom and his problem. The only incident they "laughed" at was when Jim said he would be tarred and feathered if he didn't get his work done.

5. Analysis of Tom and his motivation was understood when worked on as a class. Lesson was rewarding when students said, "Gee, I've felt like that!".

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5. White, Anne Terry, Myths and Legends, Golden Press, N.Y. 1962.
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8. Standard Dictionary of Folklore - Mythology and Legend Vols 1 and 2, Funk and Wagnalls.

Bibliography - Grammar and Composition

1. Wolfe, Don M. and Hamilton, Lela T., Enjoying English Third Edition, L.W. Singer Company, Inc., 1958.
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BASIS FOR A TWO YEAR PROGRAM IN MATHEMATICS FOR THE SLOW AND ALIENATED LEARNERS

("grades 7-8")

MAJOR OBJECTIVES

Mathematics is not among the list of favorite school subjects for most people. It is even lower on the scale with the pupils in the ungraded class. Without exception, these students have experienced frustration after frustration in this area. They have lost confidence in themselves and rightly so. They view mathematics as a subject unrelated to any other areas in school and even unrelated to life as a whole. Surely, mathematics lacks meaning for them.

These people are highly inhibited intellectually. They are not flexible thinkers due to their nature and also because they lack a prior knowledge to try different things. It is on this assumption that the aims of a mathematics course for them should be realistic and meaningful at the present. Learning mathematics for its own sake or for use later on in their lives doesn't make sense to them. This applies to work on basic skills.

Briefly, the goals especially for Mathematics in Grades 7 and 8 should be:

1. Development and improvement of computational skills.
2. Development and improvement of deductive and inductive reasoning and analysis.
3. Create an awareness for need of Mathematics in our civilization today.
4. Develop techniques of problem solving, including reading skills.
5. To have each child gain confidence in himself in the field of Mathematics.

SPECIAL CONSIDERATIONS

In an attempt to make the content of the topics more meaningful and interesting to students, most of the mathematical concepts can be approached in connection with man and his development throughout the history of civilization. Here students can become aware of the real nature of Mathematics as a man made tool, developing out of the needs of the time in an ever changing society.

Within each of the topic headings there will be a need to review and build basic arithmetical computational skills. The time spent on a topic by a pupil or a group of pupils depends on their needs, interests and abilities. This means that the teacher will spend more time with individual students to assist them to reach the end-point of that topical content. Motivation is key here. The teacher must provide variation in teaching techniques. Some of these have been tried and found successful in certain situations through the curriculum. These would include teaching machines, commercial and teacher prepared single lesson ditto sheets for the building of individual basic skills, individual chalkboard work, films and filmstrips, field trips, games, and puzzles.

After learning the what and why of any topic, students should be guided and prepared so that they will be able to use this information in a problem solving situation. Here again an attempt must be made on the part of the teacher to see that problems are real and meaningful to the pupils. They must be designed so that the students can hope to achieve a reasonable degree of success with them. Success in this area depends on reading ability, mastery of skills, estimation abilities and deductive reasoning abilities.

CURRICULUM*

**Unit One - Measurement

Unit Two - Map Reading and Scale Drawing

Unit Three- Operating a Retail Business

Unit Four - Banking

Unit Five - Stocks and Bonds

Unit Six - Taxes and Insurance

Unit Seven- Geometry - Metric and Non-Metric

* Concepts and Content are basic to regular 7th and 8th grade mathematics in Greenwich. However, the Organization, presentation and process of instruction is keyed to being effective with alienated and slow learners.

** Other units are being written, and will be modeled after sample unit.

UNIT ONE - Measurement*- Metric and English System - Linear, square, cubic, weight, time, temperature, liquid and dry.

Skills Required:

1. Four operations with integers, common fractions, decimal fractions.
2. Conversion of fractions.
3. Conversion of units.
4. Use of measurement instruments.
5. Understanding and using formulas.
6. Degree of precision.
7. Denominate numbers.
8. Understanding our positional base 10 number system.

Cultural Background

1. Early forms of counting measurement.
2. Early units and derivation.
3. Beginnings of Modern English system.
4. Beginnings of Metric System.
5. Relation to Industrial Revolution.
6. Needs in everyday living.
7. Specific needs in home, industry, government.

Problem Solving

1. Counting of discrete objects.
2. Measurement of continuous quantities by use of units.
3. Measurement application to home.
4. Measurement application to vocations.
5. Problems involving conversion of units within a system.
6. Problems involving conversion of units between Metric and English.
7. Problems involving indirect measurement.

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* Instead of sole use of skill drills, skills are developed largely via unit method or problem approach in the entire syllabus of the course content. This does not eliminate need or use of drill but places it on a secondary level.

Aims:

1. To develop an interest by exposure to the history of measurement.
2. To develop an awareness of the importance of measurement.
3. To help pupils become more proficient in the use of measurement instruments.
4. To help pupils discover the need for standardizing units.
5. To help pupils see the need for accuracy in measurement.
6. To enable students to use computational skills in concrete problems.
7. To enable students to understand the interrelationships between different measurements.
8. To develop skill in the use of formulas.
9. To develop and build basic computational skills.

Topics to be covered:

1. Linear
    a. early units and derivations
    b. standard English and metric units - relationships
    c. use of ruler, caliper, micrometer, odometer
    d. applications in school, home, at work
    e. distance rate and time formula

2. Square measurement - Area
    a. development of vocabulary
    b. standard units - English and metric - relationship
    c. development of formulas
    d. uses in school, home, work

3. Cubic measurement - Volume
    a. early methods
    b. standard units - English and metric - relationships
    c. use of formulas
    d. applications - home, school, work

4. Temperature
    a. making a scale
    b. standard units - English and metric - relationship
    c. reading thermometers
    d. use of formulas
    e. need and use in home, work

5. Time
    a. early ways of measurement
    b. units and conversions factors
    c. modern instruments
    d. relation to earth movements

6. Weight
    a. history of measurement
    b. standard units - English and metric - conversions
    c. study of instruments
    d. use at home, work

7. Liquid and Dry
    a. History of measurement
    b. standard units - English and metric - conversions
    c. use of instruments
    d. use in every day life

8. Indirect Measurement
    a. discussion of needs for this type of measurement
    b. scale
    c. shadow method - ratio and proportion
    d. methods from Boy Scout Manual
    e. astronomical units
    f. use of transit

Note: A previous approach in the first year of the program ("grade 7" - 1962-63) was through individual lesson sheets in a "direct"teaching effort. Some were commercially prepared (Ditto Corp. and Continental Press). Some were teacher made. Text was used as auxiliary material.

Each student progressed individually through the lessons, which were oriented according to a typical syllabus approach (skill building operations and some problem solving).

Puzzles and mathematical games were interspersed - as well as the production of a dramatic play on the subject of mathematics.

The second year of the IDP program was the first offering of (year 2 "grade 8"). Modified continuation of the original trials leads us to believe that the following revised approach combines the best elements of the previous program with new activities.

Suggested Approach

1. Linear - Measurement
   Concepts: 1. Line Segments
   2. Standard Units

   a. Teacher Guide Points for Student Inquiry Activity.
      1. When have you had occasion to measure lengths?
      2. What situations might arise in the history of man?
      3. What instrument might he use for a measuring device?
      4. How might you convey the meaning of this instrument to someone else?
      5. What were the shortcomings of some of the early units?
      6. Do we still use some of the ancient units? Do they have the same meaning they did thousands of years ago?
      7. Were early measurements fair (standardization)?

   b. Some Suggested Activities.
      1. Introduce unit with comic book style pamphlet, "The History of Measurement" by the Lutkin Rule Co.. Read and discuss as a class.
      2. Use the series of posters on"Early Units of Measurement" by the Ford Motor Company.
      3. Have a bucket of stones of somewhat varying size available. Let students use the stone as a unit. They will "see" that a measurement of three Stone has different meanings. This leads in to standardization of measurement.
      4. Measure the length of student's foot. Here again differences between foots' length will be apparent.
      5. Construct a ruler, one foot divisions. Later enter fractional units in decreasing size as activities demand finer measurements.
      6. Take an imaginary trip on the Connecticut Turnpike. Have students make diagrams of the distance covered in a specific amount of time. From this a table of data may be obtained. Students may "see" the relation between distance, rate of speed and time, namely D=RxT.
      7. Have students cut a strip of paper a foot long. Using this, have them determine the distance across the top of the desk. They will see that it probably will not be a full number of strips. Hence a need for fractions.

8. Individual "ditto" sheets. Find missing lengths of machine drawings.

2. Square Measurement - Area
   Concepts: 1. Single plane
   2. 2 dimensional
   3. Total equals sum of parts

   a. Teacher Guide Points for Student Inquiry Activity
      1. How many parts are there to measure in each square (linear)?
      2. How is a whole set of squares like one square in regard to linear measurement?
      3. What can you tell about counting units if you don't know what the units are? (size of unit) 144 (sq in) 1 (sq ft)

   b. Some Suggested Activities
      1. Film: Donald in Mathemagic Land. (applied math in diverse fields; art, science etc.)
      2. Obtain a paper cutter. Cut a 12" square into its 144 squares. (one 12" square per student). Ask the student to fit these pieces together so there will only be 4 sides on the final figure. Some will be squares, some rectangles. Through discussion the idea should be apparent that area can be thought of as the total number of squares that make up a surface. Later on in this topic these same squares can be used to count the number of squares in each row and how many rows there are, number of rows and number of columns. From this the formulas $A=exe$ or e^2 and $A=lxw$ can be understood more easily.
      3. Have each child bring in a rectangular prism in the form of a cardboard box (cereal box). Dismantle it and compute its area.
      4. Find the area of the school room using a 9" square. Have class give an arbitrary name to this "unit". They will then using columns x rows figure out the number of peezlepops there are. Then convert to square inches and feet.
      5. Using the overhead projector with different overlays it is possible to approximate the number of square units in any rectangular shape simply by counting squares. What rules tell what has been done? Do they work for other cases? This will help students to discover that formulas are needed and to partially develop them.

6. Construct box to specific area dimensions. Save for work on volume.
7. Prepare cost sheet on carpeting a room, painting a room etc.

3. Volume

Concept:
1. Two planes intersecting
2. two "square" measurements
3. Total equals sum of the parts

a. Some Suggested Activities
   1. Obtain a package of baby blocks (1" cubes) Also obtain pieces of lumber which have been precut to a size having all dimensions in inches. For instance, a one foot length of 2 x 4 can be produced to show the number of units (cu inches) which make up a specific 3 dimensional space.
   2. Have students bring in small irregularly shaped objects. Fill a can of water right to the brim. Immerse the object and collect the overflow in a graduated cylinder. The volume of the overflow equals the volume of the immersed piece (work towards student conclusion). Lead concept - can two objects occupy the same space at the same time?
   3. Have students compute the volume of the classroom. From this he can figure out how many cubic feet of air there are per pupil.
   4. Mix 10 c.c. of water with 10 c.c. of alcohol and measure the volume. Why isn't it 20 c.c.? (Do both quantities occupy the same space? What theory could explain the observation?
   5. Compute the volume of commodities; can sizes etc.

4. Temperature

Concept: Standard arbitrary unit to measure heat energy level.

a. Some Suggested Activities
   1. Read the story to the class on the making of the Fahrenheit scale. This is an interesting story but,more important,it conveys the completely arbitrary method by which the scale was devised. Here the advantage of the C-scale becomes more evident.
   2. Construct a sliding vernier - make up the two scales, one sliding and one stationary. This can be used as a conversion check.

3. Construction Project - Thermometer based on air expansion and movable flexible membrane. Have students standardize against classroom thermometer.
4. Show relationship between the size of a Fahrenheit degree and a centigrade degree. From this students should see that the C degree is 1.8 times larger than the F. degree. Since the C degree is larger, less of them are needed to equal a certain temperature in F degrees.

Conversion Method

C to F or F to C	Add 40
C to F F to C	multiply by 1.8 divide by 1.8
C to F F to C	subtract 40

This method is far superior for conversions as it is easier to remember.

5. Time

a. Some Suggested Activities
1. Use Bell Telephone Co. "About Time" to introduce topic.
2. Ask students how they might estimate the time of day if they had no watch.
3. Construct time measuring devices - dripping water, spilling sand, candles, pendulum.
4. Make a pendulum - Suspend a lead weight on the end of a string one meter long. Measure the time for twenty complete swings. Compute the time for one swing. Make a pendulum which takes 1/2 second per swing.
5. Use globe with meridian strips to show time zones. Compute the time of day at this instant in different parts of the world.
6. Hamilton Watch Co. has pamphlets and will provide a guest speaker on the history of time.
7. As a class project, list on the board the different conditions in nature which is related to time i.e. - pulse, respiration rate, life spans of different animals, amount of time spent on each part of daily routing .

8. Stop watch timing of rates (pulse rate before and after exercise).
9. As culminating review - Moody Institute of Science, "The Mystery of Time", a 26 minute color film.
10. One page paper on Time
    a) How is it like other measurements?
    b) How is it unlike other measurements?
    c) Computing very small amounts of time.
    d) Radioactive carbon dating (carbon 14).

6. Weight

a. Teacher Guide Points for Student Inquiry Activity
    1. What is weight?
    2. How do we measure weight?
    3. How do we communicate our results to others?
    4. What is the importance of knowing the weight of anything?

b. Some Suggested Activities
    1. Bring into class a bathroom scale, the scale from the Nurse's room, and an equal arm balance from the Science Department. Have students observe the mechanism of each and see if they can explain how they work.
    2. Rate of fall in vacuum (obtain science equipment, replice of experiment with feather and penny).
    3. Teacher can look up relationship of mass on earth and on the moon and make a scale on a strip of paper which can be glued to the rotating viewer of the bathroom scale. Each student can then see how much he weighs on the moon.
    4. Have students bring in objects which are sold and labeled by weight. Check these on the different scales in the room.
    5. One page paper with bulletin displays, "Early Measuring Devices".

7. Liquid and Dry

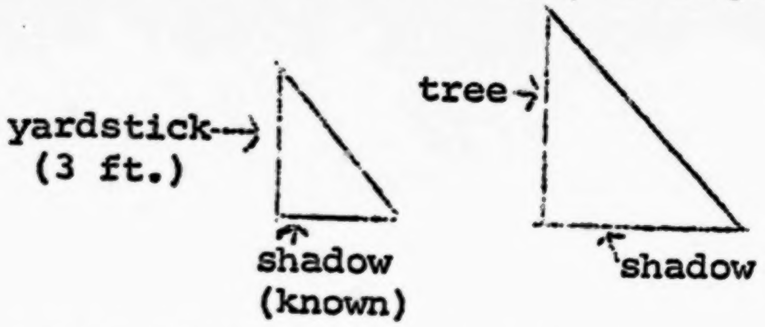
    a. Some Suggested Activities
        1. Have students bring to class various size containers (labeled). By filling these with water they can see that one unit is 4 times as large as another etc. This can be done with quarts, pecks, and bushels just as easily, but instead of water use crumpled wads of paper.
        2. Have students make a list of materials a) sold by liquid measurement, b) sold by dry measurement.
        3. Have pupils guess the weight of 1 cu ft. of water. Record these on board. Relate weight to volume (density) by weighing a one inch plastic cube full of water. Use net weight of water only. Determine number of cubic inches in a cubic foot (1728) and multiply this weight by that number. Students will be surprised at weight of 1 cubic foot of water. (62.4 lbs.)
        4. Develop display of measuring instruments.

8. Indirect Measurement

    a. Teacher Guide Points for Student Inquiry Activity
        1. What is necessary to measure the length between two objects?
        2. How do you suppose we know the distance from here to the moon?
        3. How could you measure a distance between two objects when you can't for some reason get to these places?

    b. Some Suggested Activities
        1. Shadow method - This method cannot be understood without a knowledge of similar triangles, i.e. angles respectively equal and ratio of respective sides equal. This can be demonstrated by cutting out a triangle shape from a piece of cardboard and comparing it to the shadow of this piece when held in front of a light source.

Have students prepare a data sheet with sketches of two similar right triangles.

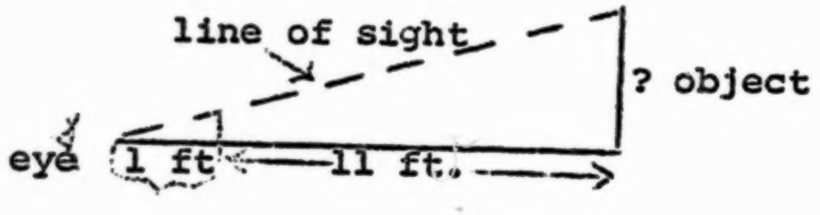


The ratio of the shadow of the yardstick to the shadow of the tree is the same as the ratio of the yardstick to the tree.

$$\frac{\text{Shadow}_Y}{\text{Shadow}_T} = \frac{\text{Yardstick}}{\text{Tree}}$$

Because there is only one unknown in this equation it can be found.

2. Scale Drawing
Computing large distances on maps can be done by using a scale.
Have each student make a mental sketch of the foundation of their home. Then have them go home and with a yardstick measure three of the four sides. By making a scale such as 1" = 5 ft., they will be able to measure the fourth side directly.
3. The 1 to 12 Method
Walk out 11 ft. from the base of the object of unknown height. Place a yardstick vertically at this point. Lay in prone position with eye 1 foot from yardstick and sight to the top of the object. Where the line of sight passes the yardstick record the height in inches. The object will be the same number of units only in feet.
This works because you have set up 2 similar triangles whose sides are in the radio of 1-12, which is also the ratio of an inch to a foot.



Books:

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Brandwein, Paul etc, *You and Your World*, Harcourt, Brace and Company, story on the making of the Fahrenheit scale, Chapter 17, pp 227,228.

Court, Hathan A., *Mathematics in Fun and in Earnest*, The Dial Press, New York, 1962

Feravolo, Rocco, *Wonders of Mathematics*, Dodd, Mead and Co., New York, 1963

Friend, J. Newton, *Numbers, Fun and Facts*, Charles Scribner's Sons, New York, 1954

Reinfeld, Don etc., *101 Mathematical Puzzles and How To Solve Them*, Sterling Pub., New York, 1960

Pamphlets and Posters:

"The History of Measurement", pamphlet, Lutkin Rule Co.

"Early Units of Measurement", posters, Ford Motor Co.

Hamilton Watch Co., pamphlets - will supply : speaker and program.

Films:

"About Time", Bell Telephone Co.

"Donald in Mathemagic Land", color - 26 min.

"The Mystery of Time", Moody Institute of Science